



Office of the State Superintendent of Schools

Kathy Cox, State Superintendent of Schools

July 7, 2006

The Honorable Henry Johnson
Office of Elementary and Secondary Education
400 Maryland Avenue, S.W.
Room 3W300
Washington, DC 20202-6132

Dear Assistant Secretary Johnson:

In response to your May 12 request letter, please accept Georgia's revised Highly Qualified Teacher (HQT) plan for review. As specified in your letter, our revised plan details the actions the state will take to "reach the HQT goal in 2006-07 and beyond." Upon approval from the Department, I will present the revised plan to the Georgia State Board of Education.

Your consideration of the Georgia revised HQT plan is greatly appreciated. If you have any questions regarding the plan, please contact Ms. Wendy Hughes, Director of Teacher Quality at wehughes@doe.k12.ga.us or Dr. Fran Watkins, Director of Education Preparation at the Georgia Professional Standards Commission at fran.watkins@gapsc.org.

Yours truly,

Kathy Cox

KC/bt

cc: Dr. F. D. Toth, Executive Director, Georgia Professional Standard's Commission
Dr. Jeannie Weathersby, Deputy Superintendent, Office of Teacher and Student Support
Ms. Wendy Hughes, Director of Teacher Quality
Dr. Fran Watkins, Director of Education Preparation
Dr. Jeff Gagne, Federal Policy Analyst



Professional Standards Commission
Two Peachtree Street
Suite 6000
Atlanta, Georgia 30303-3141

Terri T. DeLoach
Chair

Floyd D. Toth
Executive Secretary

June 27, 2006

Mrs. Margaret Spellings
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6200

Dear Mrs. Spellings:

The Georgia Professional Standards Commission (PSC) is the state agency responsible for establishing and enforcing state policies and procedures for the preparation and certification of educator personnel. The PSC works collaboratively with the Georgia Department of Education and the Office of Student Achievement to fully attain the national goal of ensuring that every child has access to a highly qualified and effective teacher.

The PSC supports and is committed to the implementation of the submitted, revised state plan, including the equity component. The staff will continue to work with local education agencies across the state to improve the equitable distribution and achieve the goal of increasing student achievement for all students. This will include working on recruiting, hiring, training and retaining highly qualified teachers in "hard to staff" schools, needs improvement schools, and schools not attaining annual yearly progress (AYP).

We appreciate the efforts of the United States Department of Education in working with our state agencies to make our goals attainable.

Sincerely,

A handwritten signature in black ink, reading "Floyd D. Toth".

FD Toth

Georgia's Revised Plan for Title II, Part A

Reaching and Maintaining the Goal of 100% Highly
Qualified, Effective Teachers In 2006-2007

Submitted by:

Georgia Professional Standards Commission
Georgia Department of Education

July 7, 2006



Table of Contents

PART I: SUMMARY OF THE ORIGINAL PLAN FOR THE IMPLEMENTATION OF TITLE II PART A	3
TITLE II PART A: STATE ORGANIZATION	3
<i>Scope of Activities</i>	4
<i>PSC Responsibilities for Title II, Part A Funding</i>	4
<i>LEA Responsibilities for Title II, Part A</i>	5
<i>PSC Goals</i>	5
TITLE II PART A - ADMINISTRATION	6
GEORGIA'S HIGHLY QUALIFIED TEACHER DEFINITION	7
DATA COLLECTION FOR TITLE II PART A	7
CHANGES RESULTING FROM GEORGIA'S FOCUS ON HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS	8
PART II: REVISIONS TO THE TITLE II PART A HIGHLY QUALIFIED TEACHER PLAN	10
ACCOMPLISHING GOAL 1: HIGHLY QUALIFIED TEACHER STATUS	10
<i>Classes Not Taught By Highly Qualified Teachers</i>	12
<i>Core academic content areas not taught by HQT</i>	14
<i>Special Education Teachers</i>	22
ACCOMPLISHING GOAL 2: REMEDIATION PLANS FOR SCHOOL DISTRICTS WITH TEACHERS WHO ARE NOT HiQ	23
<i>Technical Assistance Provided</i>	24
<i>State Activities Conducted by the PSC</i>	24
<i>State Monitoring and Compliance with the 100% Highly Qualified Requirement</i>	28
<i>Schools that do not meet AYP goals</i>	35
<i>Use of the HOUSSE as a means to verify Highly Qualified Status</i>	35
ACCOMPLISHING GOAL 3: DEVELOPING AND IMPLEMENTING A MORE COMPREHENSIVE STATE DEFINITION FOR HIGHLY QUALIFIED, EFFECTIVE TEACHERS IN ALL CLASSES, ALL SCHOOLS AND ALL SCHOOL DISTRICTS, BASED ON A STATE EQUITY PLAN	36
APPENDIX 1: REVISED CERTIFICATION SCHEME AND ROUTES TO CERTIFICATION IN GEORGIA	37
APPENDIX 2: STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS	38
APPENDIX 3: FACT SHEET FOR GEORGIA SPECIAL EDUCATION TEACHERS	41

PART I: SUMMARY OF THE ORIGINAL PLAN FOR THE IMPLEMENTATION OF TITLE II, PART A

The No Child Left Behind Act of 2001 places a major emphasis upon educator quality as a factor in improving student achievement through Title II, Part A, with its focus on preparing, training, and recruiting high quality teachers, principals and paraprofessionals. Title II, Part A requires states' local school systems to develop plans with annual measurable objectives that ensure all teachers who teach core academic subjects (English, reading, language arts, music, art, mathematics, science, social studies, special education) are highly qualified by the end of the 2005-06 school year. All program activities must be supported by scientifically-based research. Improvement must be based on assessments of LEA performance in meeting its measurable objectives. Paraprofessionals who assist with classroom instruction must be highly qualified.

Title II, Part A: State Organization

Four state agencies in Georgia have responsibilities for the preparation, certification, teaching assignments, discipline, professional development, and resulting publicly reported student achievement that define highly qualified teachers. These are:

1. The Professional Standards Commission (PSC) – Responsible for setting and enforcing the teacher and paraprofessional preparation standards, state teacher assessments and certification; sanctioning teachers and paraprofessionals for professional misbehavior; teacher recruiting, and reporting teacher work force data for Georgia.
2. The Board of Regents (BOR) - Governs the 15 state institutions that prepare teachers for initial and advanced degrees in content majors and education pedagogy; the Board of Regents sets principles and course requirements for teacher preparation at public institutions of higher education, and manages grant initiatives for innovative programs such as a teacher induction program or the higher education grants that are part of Title II, Part A.
3. Georgia Department of Education (GDOE) - Responsible for professional development of teachers, setting the state teacher pay scale, establishing the state curriculum that teachers teach, student assessments, school improvement efforts and all of the NCLB title programs.
4. The Office of Student Achievement (OSA)-Responsible for collecting, analyzing and reporting state student achievement data. Georgia operates a single statewide accountability system for public education that provides a focus for schools, creates a reward structure for success and gives parents information about how their children are performing. The system provides an accountability profile for each public school and public school district. The profiles include (1) adequate yearly progress for schools and school districts (2) a performance index for schools (3) performance highlights for schools and school districts.

Scope of Activities

The scope of activities that the state and local agencies may provide with the Title II, Part A funds include but are not limited to:

1. **Recruitment:** Develop or enhance activities to encourage high-quality individuals to enter the teaching profession through alternative routes to certification.
2. **Teacher Preparation:** Add to the ongoing preparation of teachers through education activities that such as endorsement preparation programs.
3. **Professional Development (Learning):** Focus on increasing subject matter knowledge of teachers tied to local school system goals such as school improvement.
4. **Certification and Licensure:** Reform and streamline requirements for state certification to ensure teachers' subject matter mastery, as well as align licensure requirements with state academic content standards.
5. **Support:** Develop and expand activities that provide mentoring for new teachers/principals and assist them in using assessment data to guide instructional decisions.
6. **Teacher Assessment:** Implement teacher testing to assess subject matter knowledge, and conduct activities that assist teachers/principals with meeting the requirements to become highly qualified.
7. **Retention:** Develop and expand merit-based performance systems that provide differential pay and bonuses for teachers/principals meeting the requirements for becoming highly qualified.
8. **Accountability:** Report status for each school system by status of highly qualified teachers/principals.

PSC Responsibilities for Title II, Part A Funding

As the state agency responsible for teacher preparation approval and certification, PSC has responsibility for the following requirements of NCLB Title II, Part A:

- Review LEA applications, as part of the consolidated state application for NCLB funds
- Provide feedback to LEAs on status of funds use
- Monitor the compliance of statewide, state higher education (SHE) and local funds
- Report annually on the state's progress toward meeting the state's annual teacher quality goals and improvement of LEAs toward meeting teacher quality requirements
- Assess the impact of the funding on student learning
- Assess the impact of the funding on improving teacher quality
- Provide an educational role in interpreting the purpose and use of the federal funds allotment in collaboration with DOE

- Provide technical assistance in developing a process to assure a highly qualified teacher in every classroom for each LEA
- Develop mechanisms to support certification requirements with educational opportunities
- Develop and implement state activities that complement LEA activities and needs
- Work with the IHE to develop competitive grants for the state and LEA activities

LEA Responsibilities for Title II, Part A

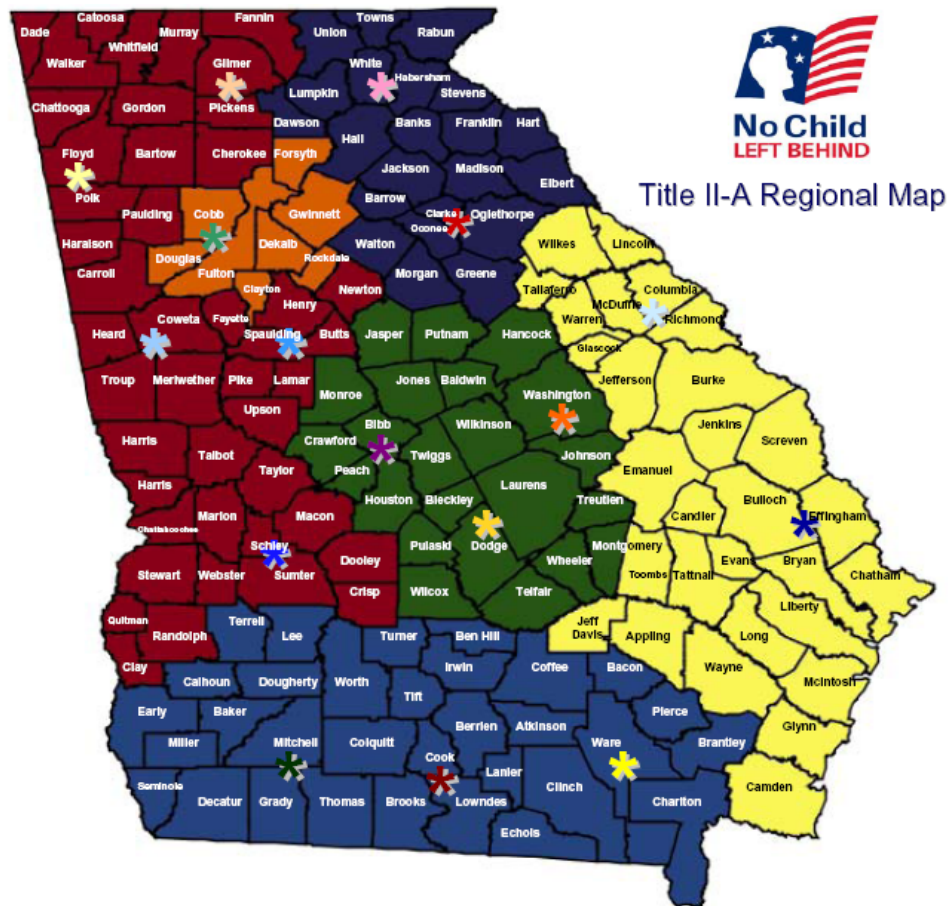
- Develop a plan to ensure that all teachers teaching core academic subjects within the district served by the LEA are highly qualified by the end of the 2005-06 school year
- Develop a plan to ensure that all principals hired within the district served by the LEA are highly qualified not later than the end of the 2005-06 school year
- Develop a plan to ensure that all paraprofessionals employed within the district served by the LEA are highly qualified not later than the end of the 2005-06 school year
- Establish measurable benchmarks to mark each year's progress toward a highly qualified teaching staff
- Report on progress to assure highly qualified teachers each year beginning with 2001 through 2006

PSC Goals

1. To provide technical assistance and guidance to Local Education Agencies (LEAs) as they develop an ongoing process to ensure quality teachers in every classroom
2. To identify and implement state-wide activities that complement and support the local activities to ensure quality teachers in every classroom. These activities are related to the Department of Education (DOE) responsibilities for professional learning and the Committee on Quality Teaching (CQT) efforts to support educator quality
3. To report on compliance of local school systems in meeting the goal of a highly qualified teacher in every classroom by 2006

Title II, Part A - Administration

The Professional Standards Commission uses a portion of the Title II, Part A administrative funds to employ seven state consultants who work in assigned regions of the state to assist school district personnel in understanding and applying the requirements of Title II, Part A in each of Georgia's 183 school districts and the state schools.



Title II-A Consultants

- Pam Daniels
- Angie Davis
- Gerri Heard
- Leslie Morrison
- Jennie Rakestraw/Elizabeth Zipperer
- Skipper Stewart

Regional Educational Service Agencies

- ✱ Chattahoochee Flint RESA
- ✱ CSRA RESA
- ✱ Coastal Plains RESA
- ✱ First District RESA
- ✱ Griffin RESA
- ✱ Heart of GA RESA
- ✱ Metropolitan RESA
- ✱ Middle GA RESA
- ✱ North GA RESA
- ✱ Northeast GA RESA
- ✱ Northwest GA RESA
- ✱ Oconee RESA
- ✱ Okefenokee RESA
- ✱ Pioneer RESA
- ✱ Southwest RESA
- ✱ West GA RESA

Additional PSC staff hired with Title II, Part A funds include a data specialist, a part-time program coordinator, an administrative assistant and a clerk. The PSC provides in-kind support with the services of the Director of Educator Preparation, who is the Title II, Part A program administrator, the Director of Certification, the Director of Special Projects, the Director of Technology and two education staff specialists. The Board of Regents appointed the University of Georgia as the higher education institution to handle the state IHE grant funds of Title II, Part A. The University has a Director of Teacher Quality who collaborates with the PSC and the GDOE. The GDOE uses a portion of the Title II, Part A to pay the salary of the Associate Director of Teacher Quality, and provides in kind service of the Director of Teacher Quality. A staff member in the Title I program and a staff specialist in the DOE Department of Special Education also provide input. OSA coordinates the data collection for the state report card including the list of highly qualified teachers by school and district.

Federal funds for NCLB are granted to the Georgia Department of Education. The Department in turn contracts with the Professional Standards Commission to carry out the work of Title II, Part A.

Georgia's Highly Qualified Teacher Definition

In 2002-03, Georgia adopted a basic definition of a highly qualified teacher as one who holds a bachelor's degree or higher, has a major in the subject area or has passed the state teacher content assessment, and is assigned to teach his/her major subject(s). A veteran teacher is one who has had three or more years of successful teaching experience. A set of state guidelines located at www.gapsc.com/nclb/admin/files/ImpPolicy.pdf defines the highly qualified status of every type of teacher in Georgia who serves as teacher of record for core academic content, including the special education teacher.

Data Collection for Title II, Part A

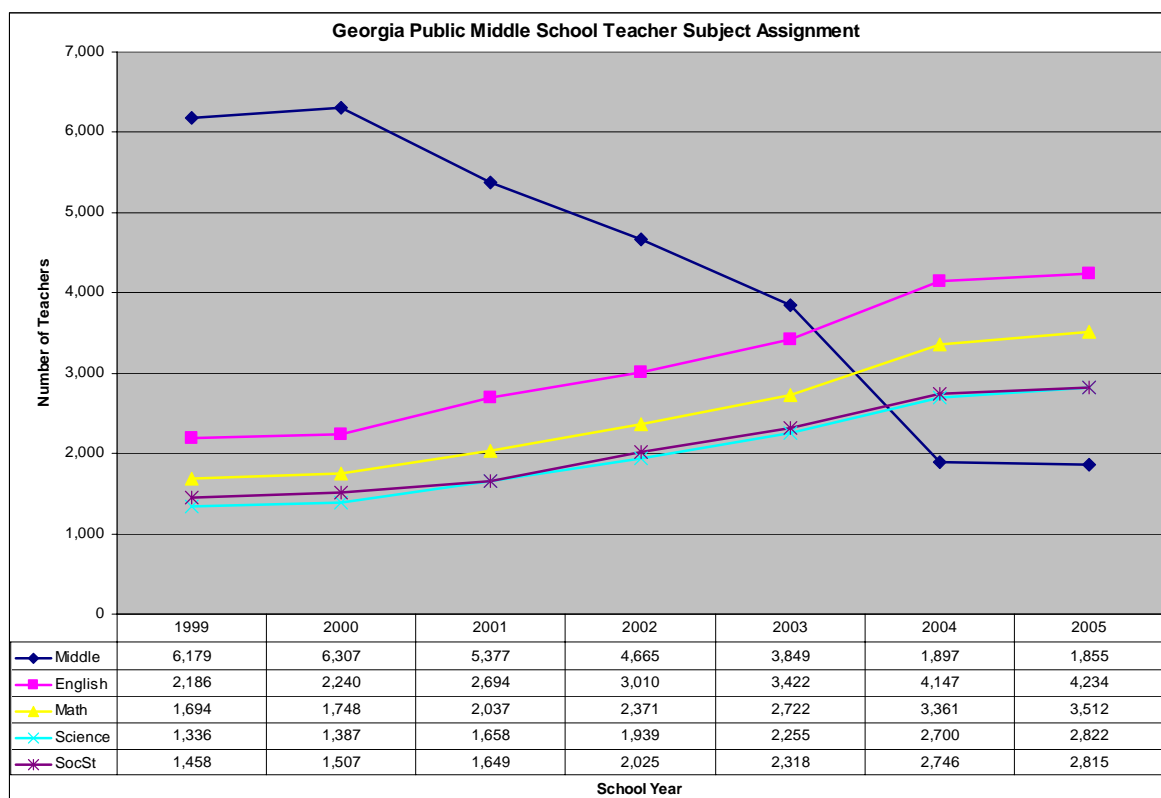
In the 2002-03 during the early phase of NCLB Title II, Part A, the PSC developed a software program referred to as HiQ, see www.gapsc.org, that compares the PSC teacher and paraprofessional state certification data with the Department of Education's teacher employment data to determine the highly qualified status of every teacher, in every school, in every school district in the state. Local school district personnel can review the highly qualified status of their teachers, act on this information to inform parents and the community, as well as work with the PSC to upgrade and make changes and corrections to the status of the teachers. Highly qualified paraprofessional data are also reported through HiQ as is the number of long-term substitute teachers. These data reports are used as a basis for informing parents that their children's teachers may not be highly qualified, and provides the reasons for those decisions.

Changes Resulting From Georgia's Focus On Highly Qualified Teachers And Paraprofessionals

Developing the concept of the highly qualified teacher has brought about a number of changes in Georgia's teacher certification rules. The current definition for the HiQ software uses basic credentialing to establish highly qualified teacher status. To clarify and strengthen the HiQ requirements, a total revision of the certification rules has resulted (see [Appendix 1](#)).

As a specific example, the PSC enforced the concept of the middle grades teachers being appropriately prepared in the content which they are assigned to teach. State rules no longer permit teaching core academic content based on a generic middle grades certificate. The rule change requires the teacher to have specific preparation in the content taught and/or a passing score on the appropriate content assessment with the content areas listed on the certificate. This specific certification rule has been in effect for five years. The graph in figure 1 shows the changes resulting from that certification decision. It also illustrates that changes in certification rules take time to implement. Therefore, the impact of many changes resulting from Title II, Part A will not be realized immediately. Another certification change is in the out-of-field teaching rule. This change allows no out-of-field teaching during any part of the school day. Rule 505-2-.26 In-field Assignments states that all teachers must have assignments within their field and grade level as specified on their certificate for one hundred percent of the school day. Rule 505-2-.84 Middle Grades provides a phase-in period which will result in all teaching assignments being in-field by the beginning of 2006-2007 school year. For more information refer to <http://www.gapsc.com/TeacherCertification.asp>.

Figure 1: Effect of PSC Middle Grades Certification Rule Changes on the Certification of Middle Grades Teachers



The DOE has developed state performance standards for public school students and school standards for public schools. See <http://georgiastandards.org/>. Implementation of these standards allows the DOE to operate on a standards-based accountability system. In concert with these changes, the Professional Standards Commission is working with National Evaluation Systems (NES) to develop a new series of state certification assessments. These assessments, referred to as the Georgia Assessments for the Certification of Educators (GACE) are aligned with the DOE performance standards and the national content standards used for teacher preparation (see <http://www.gace.nesinc.com>).

The Student Achievement Pyramid of Interventions described by the DOE outlines a program to provide direct assistance to schools that need improvement (see [Appendix 2](#); http://public.doe.k12.ga.us/tss_school.aspx).

The Board of Regents has increased its expectations for candidates in teacher preparation programs by requiring a content major and specific coursework for early childhood education candidates. The BOR has also enforced a set of teacher preparation principles that have had a major impact on field experiences and student teaching, e.g., candidates must complete, successfully, 900 clock hours of field experience.

Georgia has adopted a framework for highly qualified teaching, based on the work of Charlotte Danielson and the Georgia Systemic Teacher Education Program (GSTEP), <http://www.coe.uga.edu/gstep>, (funded by USDOE), and published as the Georgia Framework for Teaching. The framework provides a common language and a continuum of knowledge, skills and dispositions to describe and assess teaching from pre-service through exemplary teaching. The standards-based educator preparation continuum, including standards for all state activities, teacher preparation standards, teaching standards, professional learning, national board, Board of Regents Principles for the Preparation of Teachers, National Board Teachers, etc. have been aligned with the Georgia Framework.

The Office of Student Achievement, with its focus on analyzing and using student data, works with school districts to develop a data room within each school and a balanced score card. School staff working in schools that do not met AYP receive additional training to understand their students' achievement data and to develop data-based student interventions. OSA's annual report card lists the status of highly qualified teachers by school district as public information. See <http://www.gaosa.org>.

Part II: Revisions to the Title II, Part A Highly Qualified Teacher Plan

Three goals define the work the 2006-07 revised highly qualified teacher plan:

Goal 1: Highly Qualified Teacher Status – to reach and maintain 100% of its teachers who have bachelor's degrees or higher, have appropriate content preparation and state certification assessment, hold state certification and are assigned appropriately to teach in Georgia's schools;

Goal 2: When the 100% highly qualified teacher status cannot be maintained because of extenuating circumstances, each school district has the responsibility to assure that the teacher becomes highly qualified in a timely manner.

Goal 3: A more comprehensive state definition for highly qualified, effective teachers in all classes, all schools, all school districts, based state equity plan, is developed and becomes operational.

Accomplishing Goal 1: Highly Qualified Teacher Status

Table # 2 shows an example of the Title II, Part A data that are calculated for each school system. The data are derived from a comparison of the teacher certification data and his/her employment data. Using this comparison, the decision whether the teacher is highly qualified is determined for the teacher's assignments throughout the day.

Table 2: Sample School System HiQ Data

<i>Appling County School Year 2004-2005</i>				
<i>Highly Qualified Teachers (FTE) by Subject Area</i>				
The following summary data was calculated for the entire school system, for Title I schools (if any), and for Charter schools (if any). Title I schools are schools that received Title I funding under a School-wide Program or a Targeted Assistance Program.				
<i>NCLB Subject Area</i>	<i>Group</i>	<i>Considered</i>	<i>% Highly Qualified FTE</i>	<i>Total FTE % Highly Qualified FTE</i>
All subjects	All schools	155.6	149.1	95.8
All subjects	Title I schools	72.9	69.9	95.9
Arts	All schools	11.0	8.0	72.7
Arts	Title I schools	5.0	2.0	40.0
Civics and Government	All schools	0.5	0.5	100.0
Economics	All schools	0.8	0.8	100.0
Elementary Instruction	All schools	87.9	87.9	100.0
Elementary Instruction	Title I schools	67.9	67.9	100.0
English Language Arts	All schools	12.8	12.5	97.3
Foreign Languages	All schools	2.7	1.7	62.4
History	All schools	9.7	9.7	100.0
Mathematics	All schools	14.2	14.2	100.0
Reading	All schools	6.2	4.6	75.1
Science	All schools	10.0	9.3	93.4

Table 3 and Table 4 show the statewide summary data reported for 2003-04 and 2004-05. For these data, a teacher is defined as an individual who provides instruction in the core academic content areas who teaches in kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records).

Table 3: State-wide HiQ Data 2003-2004

<i>State-wide School Year 2003-2004</i>				
<i>Highly Qualified Teachers (FTE) by Subject Area</i>				
The following summary data was calculated for the entire school system, for Title I schools (if any), and for Charter schools (if any). Title I schools are schools that received Title I funding under a School-wide Program or a Targeted Assistance Program.				
<i>NCLB Subject Area</i>	<i>Group</i>	<i>Considered</i>	<i>% Highly Qualified FTE</i>	<i>Total FTE % Highly Qualified FTE</i>
All subjects	All schools	71444.7	69448.7	97.2
All subjects	Charter schools	671.7	585.8	87.2
All subjects	Title I schools	35511.9	34497.8	97.1
Arts	All schools	4274.6	4103.1	96.0
Arts	Charter schools	46.2	36.8	79.5
Arts	Title I schools	1832.9	1721.8	93.9
Civics and Government	All schools	27.2	23.0	84.6
Civics and Government	Title I schools	7.2	7.2	100.0
Economics	All schools	17.3	11.4	65.8
Economics	Title I schools	0.7	0.5	67.6
Elementary Instruction	All schools	39252.4	38538.3	98.2
Elementary Instruction	Charter schools	360.3	305.1	84.7
Elementary Instruction	Title I schools	24986.3	24482.8	98.0
English Language Arts	All schools	6668.8	6510.5	97.6
English Language Arts	Charter schools	55.2	50.9	92.2
English Language Arts	Title I schools	2136.7	2076.8	97.2
Foreign Languages	All schools	1859.5	1785.0	96.0
Foreign Languages	Charter schools	33.6	31.0	92.3
Foreign Languages	Title I schools	376.7	348.9	92.6
Geography	All schools	28.1	16.9	60.0
Geography	Title I schools	15.1	9.1	60.1
History	All schools	5752.4	5507.3	95.7
History	Charter schools	49.3	45.1	91.5
History	Title I schools	1653.8	1568.7	94.9
Mathematics	All schools	6949.1	6701.1	96.4
Mathematics	Charter schools	59.6	57.3	96.2
Mathematics	Title I schools	2277.0	2196.9	96.5
Reading	All schools	1011.9	897.8	88.7
Reading	Charter schools	14.4	11.1	76.9
Reading	Title I schools	571.4	515.2	90.2
Science	All schools	5603.4	5354.3	95.5
Science	Charter schools	53.0	48.5	91.5
Science	Title I schools	1654.1	1570.0	94.9

Table 4: State-wide HiQ Data 2004-2005

<i>State-wide School Year 2004-2005</i>				
<i>Highly Qualified Teachers (FTE) by Subject Area</i>				
The following summary data was calculated for the entire school system, for Title I schools (if any), and for Charter schools (if any). Title I schools are schools that received Title I funding under a School-wide Program or a Targeted Assistance Program.				
<i>NCLB Subject Area</i>	<i>Group</i>	<i>Total FTE Considered</i>	<i>Highly Qualified FTE</i>	<i>% Highly Qualified FTE</i>
All subjects	All schools	75306.1	72924.0	96.8
All subjects	Charter schools	698.8	629.7	90.1
All subjects	Title I schools	36219.3	35104.3	96.9
Arts	All schools	4405.3	4255.3	96.6
Arts	Charter schools	43.2	39.2	90.7
Arts	Title I schools	1839.4	1742.0	94.7
Civics and Government	All schools	177.7	166.9	94.0
Civics and Government	Charter schools	0.1	0.1	100.0
Civics and Government	Title I schools	35.8	32.5	90.7
Economics	All schools	150.9	147.3	97.7
Economics	Charter schools	0.1	0.1	100.0
Economics	Title I schools	22.1	21.1	95.5
Elementary Instruction	All schools	39111.5	38494.3	98.4
Elementary Instruction	Charter schools	351.1	315.6	89.9
Elementary Instruction	Title I schools	24411.8	24001.5	98.3
English Language Arts	All schools	7873.1	7622.3	96.8
English Language Arts	Charter schools	64.4	60.0	93.1
English Language Arts	Title I schools	2536.7	2430.9	95.8
Foreign Languages	All schools	1977.2	1898.9	96.0
Foreign Languages	Charter schools	37.7	33.7	89.4
Foreign Languages	Title I schools	401.1	372.6	92.9
Geography	All schools	247.9	229.0	92.4
Geography	Title I schools	83.7	78.0	93.2
History	All schools	5837.8	5659.5	97.0
History	Charter schools	54.7	52.6	96.2
History	Title I schools	1712.7	1637.7	95.6
Mathematics	All schools	7697.8	7391.9	96.0
Mathematics	Charter schools	68.5	64.0	93.3
Mathematics	Title I schools	2527.7	2422.5	95.8
Reading	All schools	1434.6	1205.3	84.0
Reading	Charter schools	19.2	13.7	71.1
Reading	Title I schools	799.5	678.9	84.9
Science	All schools	6159.8	5853.1	95.0
Science	Charter schools	56.3	50.8	90.2
Science	Title I schools	1801.3	1686.6	93.6
Unknown	All schools	231.5	0.0	0.0
Unknown	Charter schools	3.5	0.0	0.0
Unknown	Title I schools	46.4	0.0	0.0

Classes Not Taught By Highly Qualified Teachers

The HiQ data show that 4.3% of core academic content classes in 2004-05 were taught by teachers who were not highly qualified. Table 5 shows the distribution of the assignments of these not highly qualified teachers.

A **class** is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

The core academic content areas are reading or language arts, mathematics, science, foreign languages, civics and government, economics, history, geography and the arts.

Table 5: Analysis of 2004-2005 Assignments of Not Highly Qualified Teachers

Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	6%
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	Not collected
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	2%
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	59%
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	not collected
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	20%
Insufficient information provided by LEAs	12%

A detailed analysis was completed of individual teachers' highly qualified status in 2004 as compared with their status in the subsequent school year 2005. A total of 1,888 teachers were identified by Georgia's 2004 definitions as holding assignments for which they were not highly qualified during that year. Of these 1,888, a total of 611 were not employed at all in the 2005 public school work force. The attrition rate for this group (32.4%) was far above the ordinary attrition rate for other teachers, indicating the likelihood that teachers who were not highly qualified were often not re-hired.

Of the "not highly qualified" teachers who did continue into the 2005 school year, 122 relocated to different districts (only 17 into assignments for which they were not highly qualified). Of the "not highly qualified" teachers who remained in their districts, about half were assigned jobs where they were either highly qualified or in a role where highly qualified did not apply. In summary, school districts worked effectively to remove teachers from assignments for which they were not highly qualified, either by termination or by reassignment.

Core Academic Content Areas Not Taught By Highly Qualified Teachers

Review of the statewide data in tables 3 and 4 indicates that the not highly qualified teachers were assigned to teach in all of the core academic content areas including reading, mathematics, science, foreign language, the areas listed as critical fields in Georgia. Workforce data indicate a chronic shortage of teachers in these core academic content areas. (See <http://www.gapsc.com/Workforce.asp>) The data indicate that not highly qualified teachers in these particular content areas are dispersed throughout the state. According to the data presented in Table 6, the percentage of not highly qualified teachers varies widely in schools not making AYP across the state.

Table 6: Percentage of Not Highly Qualified Teachers in Schools Not Making AYP

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
602	Atkinson County	103	Atkinson County High School	22.13
761	Atlanta Public Schools	403	APS-CEP Partnership School	94.51
761	Atlanta Public Schools	5056	Coan Middle School	23.53
761	Atlanta Public Schools	289	Crim Evening Program	-
761	Atlanta Public Schools	2664	Crim High School	-
761	Atlanta Public Schools	504	Harper-Archer Middle School	27.69
761	Atlanta Public Schools	373	King Middle School	10.56
761	Atlanta Public Schools	173	Long Middle School	21.14
761	Atlanta Public Schools	5664	Parks Middle School	29.32
761	Atlanta Public Schools	703	School for Integrated Academics and Technologies	50.00
761	Atlanta Public Schools	3067	Sutton Middle School	6.29
761	Atlanta Public Schools	191	Turner Middle School	20.00
761	Atlanta Public Schools	4568	Washington High School	10.75
605	Baldwin County	189	Baldwin High School	2.00
605	Baldwin County	104	Eagle Ridge Elementary School	2.04
607	Barrow County	2052	Winder-Barrow Middle School	3.56
608	Bartow County	301	Adairsville Middle School	18.13
608	Bartow County	577	Cass High School	15.84
608	Bartow County	190	South Central Middle School	7.78
609	Ben Hill County	291	Fitzgerald High School	3.25
611	Bibb County	5050	Appling Middle School	22.08
611	Bibb County	3054	Bruce Elementary School	12.78
611	Bibb County	185	Martin Luther King Elementary School	11.76
611	Bibb County	2052	McEvoy Middle School	8.00
611	Bibb County	298	Miller Magnet Middle School	11.33
611	Bibb County	286	Northeast High School	11.74
611	Bibb County	405	Rosa Taylor Elementary School	4.08
611	Bibb County	204	Rutland High School	12.48
611	Bibb County	305	Rutland Middle School	5.22
611	Bibb County	386	Southwest High School	4.86
611	Bibb County	505	Weaver Middle School	7.22
611	Bibb County	303	William S. Hutchings Career Center	21.98
614	Brooks County	2050	Brooks County High School	-
614	Brooks County	197	Brooks County Middle School	11.11

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
615	Bryan County	502	Bryan County High School	4.55
615	Bryan County	402	Bryan County Middle School	4.05
616	Bulloch County	2054	Statesboro High School	2.08
617	Burke County	288	Burke County High School	8.33
618	Butts County	100	Henderson Middle School	13.11
619	Calhoun County	4050	Calhoun County Middle/High School	-
622	Carroll County	198	Bay Springs Middle School	-
622	Carroll County	2052	Central High School	2.47
622	Carroll County	177	Central Middle School	2.93
622	Carroll County	101	Jonesville Middle School	-
622	Carroll County	189	Temple High School	10.08
622	Carroll County	102	Temple Middle School	3.64
766	Carrollton City	1050	Carrollton High School	-
623	Catoosa County	2552	Lakeview Middle School	0.42
625	Chatham County	2052	Beach High School	6.98
625	Chatham County	198	Coastal Middle School	13.52
625	Chatham County	201	DeRenne Middle School	8.26
625	Chatham County	4054	Ellis Elementary School	15.19
625	Chatham County	2056	Gould Elementary School	8.82
625	Chatham County	3056	Groves High School	5.79
625	Chatham County	2060	Hubert Middle School	8.77
625	Chatham County	5060	Jenkins High School	18.37
625	Chatham County	301	Myers Middle School	21.69
625	Chatham County	399	Savannah High School	2.81
625	Chatham County	299	Southwest Middle School	7.48
625	Chatham County	2068	Spencer Elementary School	5.97
625	Chatham County	2069	Thunderbolt Elementary School	2.30
625	Chatham County	100	Tompkins Middle School	10.00
625	Chatham County	199	West Chatham Middle School	15.90
627	Chattooga County	1050	Chattooga High School	-
629	Clarke County	296	Burney-Harris-Lyons Middle School	-
629	Clarke County	102	Cedar Shoals High School	-
629	Clarke County	5556	Clarke Central High School	6.49
629	Clarke County	1058	Clarke Middle School	6.33
629	Clarke County	104	Classic City Performance Learning Center	33.33
629	Clarke County	196	Coile Middle School	-
629	Clarke County	291	Fourth Street Elementary School	1.54
629	Clarke County	3058	Fowler Drive Elementary School	-
629	Clarke County	5058	Hilsman Middle School	5.84
629	Clarke County	4060	Oglethorpe Avenue Elementary School	-
629	Clarke County	391	Whit Davis Road Elementary School	-
630	Clay County	204	Clay County Elementary	22.22
631	Clayton County	177	Adamson Middle School	18.52
631	Clayton County	3050	Babb Middle School	11.00
631	Clayton County	175	Brown Elementary School	2.08
631	Clayton County	2054	Forest Park Middle School	14.17
631	Clayton County	1056	Jonesboro High School	7.62
631	Clayton County	106	Jonesboro Middle School	10.71

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
631	Clayton County	305	Kemp Elem School	3.03
631	Clayton County	197	Kendrick Middle School	3.64
631	Clayton County	173	Kilpatrick Elementary School	-
631	Clayton County	295	Lake Ridge Elementary School	-
631	Clayton County	191	Lovejoy Middle School	5.90
631	Clayton County	100	M. D. Roberts Middle School	6.76
631	Clayton County	104	Mundy's Mill High School	6.45
631	Clayton County	174	Mundy's Mill Middle School	11.94
631	Clayton County	277	Pointe South Middle School	12.20
631	Clayton County	2060	Riverdale Elementary School	-
631	Clayton County	377	Riverdale High School	-
631	Clayton County	3060	Riverdale Middle School	18.97
631	Clayton County	5060	Swint Elementary School	-
632	Clinch County	201	Clinch County Elementary	-
633	Cobb County	4050	Awtrey Middle School	1.76
633	Cobb County	290	Campbell Middle School	6.80
633	Cobb County	2054	Clarkdale Elementary School	-
633	Cobb County	502	Cooper Middle School	-
633	Cobb County	1056	East Cobb Middle School	5.47
633	Cobb County	5058	Floyd Middle School	2.45
633	Cobb County	2560	Griffin Middle School	4.67
633	Cobb County	103	Kell High School	1.42
633	Cobb County	202	Lindley Middle School	-
633	Cobb County	1066	Norton Park Elementary School	2.20
633	Cobb County	2066	Osborne High School	4.33
633	Cobb County	4066	Pebblebrook High School	4.49
633	Cobb County	294	Smitha Middle School	-
633	Cobb County	3056	South Cobb High School	-
633	Cobb County	475	Tapp Middle School	2.39
633	Cobb County	1069	Wheeler High School	1.34
634	Coffee County	195	Coffee County High School	7.52
634	Coffee County	4550	East Coffee Middle School	3.33
634	Coffee County	295	West Coffee Middle School	1.10
635	Colquitt County	1554	Colquitt County High School	1.27
635	Colquitt County	3052	Gray Middle School	2.13
635	Colquitt County	5052	Willie J. Williams Middle School	2.44
636	Columbia County	176	Evans Middle School	3.88
636	Columbia County	183	Harlem High School	-
636	Columbia County	283	Harlem Middle School	-
638	Coweta County	395	Arnall Middle School	2.50
638	Coweta County	289	East Coweta Middle School	2.74
638	Coweta County	1056	Evans Middle School	-
638	Coweta County	301	Smokey Road Middle School	-
638	Coweta County	103	Willis Road Elementary	-
639	Crawford County	193	Crawford County High School	14.29
639	Crawford County	202	Crawford County Middle School	-
640	Crisp County	197	Crisp County Middle School	-
641	Dade County	295	Dade Middle School	-

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
772	Dalton City	201	Dalton Middle School	1.94
773	Decatur City	3050	Decatur High School	-
644	DeKalb County	1051	Avondale High School	2.78
644	DeKalb County	101	Avondale Middle School	2.71
644	DeKalb County	172	Cedar Grove High School	6.07
644	DeKalb County	193	Chapel Hill Middle School	4.88
644	DeKalb County	4053	Clarkston High School	4.94
644	DeKalb County	2054	Columbia High School	10.00
644	DeKalb County	301	Columbia Middle School	3.40
644	DeKalb County	4054	Cross Keys High School	4.84
644	DeKalb County	705	DeKalb: PATH Academy Charter School	16.67
644	DeKalb County	1055	Dresden Elementary School	2.63
644	DeKalb County	201	Freedom Middle School	10.19
644	DeKalb County	1068	Leslie J. Steele Elementary School	4.67
644	DeKalb County	202	Lithonia High School	10.45
644	DeKalb County	401	Mary McLeod Bethune Middle School	8.47
644	DeKalb County	3070	McNair High School	4.65
644	DeKalb County	1057	McNair Middle School	14.29
644	DeKalb County	105	Miller Grove High School	12.54
644	DeKalb County	597	Miller Grove Middle School	3.23
644	DeKalb County	775	Open Campus High School	4.35
644	DeKalb County	189	Peachtree Middle School	4.21
644	DeKalb County	205	Redan Middle School	10.17
644	DeKalb County	291	Salem Middle School	6.78
644	DeKalb County	290	Sequoyah Middle School	4.76
644	DeKalb County	276	Stone Mountain High School	17.48
644	DeKalb County	697	Stone Mountain Middle School	5.88
644	DeKalb County	3069	Toney Elementary School	16.27
644	DeKalb County	4069	Towers High School	17.47
644	DeKalb County	1071	Woodward Elementary School	3.31
646	Dooly County	104	Dooly County Elementary School	3.06
646	Dooly County	182	Dooly County High School	15.38
647	Dougherty County	1050	Albany High School	3.42
647	Dougherty County	2052	Dougherty Comprehensive High School	5.39
647	Dougherty County	1058	Monroe High School	18.07
647	Dougherty County	3058	Northside Elementary School	-
647	Dougherty County	4060	Sherwood Acres Elementary School	-
648	Douglas County	4050	Douglas County High School	3.99
648	Douglas County	5050	Stewart Middle School	1.66
648	Douglas County	2054	Turner Middle School	-
774	Dublin City	3050	Dublin High School	3.23
774	Dublin City	102	Dublin Middle School	-
649	Early County	2050	Early County High School	3.34
650	Echols County	1050	Echols County High/Elementary School	3.93
651	Effingham County	203	Ebenezer Middle School	0.54
651	Effingham County	390	Effingham County High School	-
651	Effingham County	290	Effingham County Middle School	-
651	Effingham County	297	South Effingham Middle School	-

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
653	Emanuel County	189	Swainsboro High School	7.12
654	Evans County	2050	Claxton High School	-
657	Floyd County	203	Model Middle School	1.95
660	Fulton County	176	Banneker High School	4.25
660	Fulton County	386	Independence Alternative School	-
660	Fulton County	383	McClarín Alternative School	7.77
660	Fulton County	189	McNair Middle School	-
660	Fulton County	505	Sandtown Middle School	8.34
660	Fulton County	691	Tri-Cities High School	7.26
661	Gilmer County	196	Gilmer High School	-
663	Glynn County	4052	Burroughs-Molette Elementary School	6.12
663	Glynn County	4752	Glynn Academy	1.57
663	Glynn County	4952	Glynn Middle School	7.14
663	Glynn County	1554	Jane Macon Middle School	2.63
663	Glynn County	4054	Risley Middle School	5.17
664	Gordon County	292	Ashworth Middle School	-
664	Gordon County	286	Gordon Central High School	-
665	Grady County	1050	Cairo High School	7.37
665	Grady County	174	Washington Middle School	-
666	Greene County	401	Greene County High School	21.50
667	Gwinnett County	304	Berkmar Middle School	-
667	Gwinnett County	388	Gwinnett InterVention Education (GIVE) Center	-
667	Gwinnett County	1505	Louise Radloff Middle School	1.77
667	Gwinnett County	187	Meadowcreek High School	1.39
667	Gwinnett County	491	Oakland Center	-
667	Gwinnett County	186	Pinckneyville Middle School	-
667	Gwinnett County	283	Shiloh Middle School	1.42
667	Gwinnett County	394	Simonton Elementary School	-
667	Gwinnett County	2058	Snellville Middle School	0.63
667	Gwinnett County	4058	Summerour Middle School	7.55
667	Gwinnett County	276	Sweetwater Middle School	5.31
668	Habersham County	296	South Habersham Middle School	8.21
669	Hall County	102	Chestatee High School	5.73
669	Hall County	1552	East Hall High School	6.68
669	Hall County	289	East Hall Middle School	-
669	Hall County	3054	Lanier Elementary School	2.86
669	Hall County	5052	Lyman Hall Elementary School	2.41
669	Hall County	101	Martin Elementary School	-
669	Hall County	176	Myers Elementary School	2.54
669	Hall County	4556	South Hall Middle School	1.42
669	Hall County	103	Sugar Hill Elementary	-
669	Hall County	294	West Hall Middle School	3.26
671	Haralson County	2050	Buchanan Primary School	3.45
671	Haralson County	3050	Haralson County High School	3.62
671	Haralson County	104	Tallapoosa Primary School	-
673	Hart County	3050	Hart County High School	6.16
674	Heard County	3050	Heard County Elementary School	1.57
675	Henry County	206	Dutchtown Middle School	2.44

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
675	Henry County	4050	Henry County Middle School	2.75
675	Henry County	603	Luella Middle School	2.58
675	Henry County	5052	Stockbridge Middle School	1.33
676	Houston County	1054	Perry High School	3.33
676	Houston County	200	Perry Middle School	-
676	Houston County	204	Thomson Middle School	-
676	Houston County	4056	Warner Robins High School	4.69
677	Irwin County	2050	Irwin County High School	3.47
677	Irwin County	173	Irwin County Middle School	4.80
678	Jackson County	197	East Jackson Middle School	0.67
679	Jasper County	201	Jasper County Middle School	8.89
681	Jefferson County	196	Jefferson County High School	2.87
681	Jefferson County	296	Louisville Middle School	8.33
681	Jefferson County	396	Wrens Middle School	8.06
682	Jenkins County	201	Jenkins County High School	-
684	Jones County	1050	Califf Middle School	-
685	Lamar County	105	Lamar County Elementary School	-
685	Lamar County	199	Lamar County Middle School	-
686	Lanier County	101	Lanier County Middle School	7.09
687	Laurens County	297	East Laurens Middle School	1.99
687	Laurens County	3054	West Laurens High School	9.82
689	Liberty County	197	Lewis Frasier Middle School	8.96
689	Liberty County	101	Midway Middle School	14.67
692	Lowndes County	5050	Lowndes High School	-
694	Macon County	2060	Macon County High School	21.03
694	Macon County	199	Macon County Middle School	7.14
781	Marietta City	101	Marietta High School	0.25
697	McDuffie County	194	Thomson Middle School	-
698	McIntosh County	104	New McIntosh County Academy	11.04
699	Meriwether County	102	George E. Washington Elementary School	3.33
699	Meriwether County	300	Greenville High School	19.60
699	Meriwether County	400	Greenville Middle School	5.00
699	Meriwether County	4050	Manchester High School	4.65
701	Mitchell County	197	Mitchell County Middle School	8.39
701	Mitchell County	282	Mitchell-Baker High School	4.72
702	Monroe County	177	Banks Stephens Middle School	-
702	Monroe County	184	Mary Persons High School	5.56
702	Monroe County	305	William M. Hubbard Middle School	-
704	Morgan County	1050	Morgan County High School	-
705	Murray County	4050	Gladden Middle School	0.65
705	Murray County	190	Murray County High School	-
705	Murray County	204	New Bagley Middle School	2.11
706	Muscogee County	300	Baker Middle School	-
706	Muscogee County	5052	Carver High School	6.86
706	Muscogee County	401	Double Churches Middle School	0.57
706	Muscogee County	5058	Eddy Middle School	12.86
706	Muscogee County	178	Fort Middle School	-
706	Muscogee County	5062	Jordan Vocational High School	6.15

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
706	Muscogee County	180	Marshall Middle School	-
706	Muscogee County	100	Midland Middle School	8.38
706	Muscogee County	2066	Richards Middle School	8.66
706	Muscogee County	2067	Rothschild Middle School	6.37
706	Muscogee County	378	Spencer High School	12.50
707	Newton County	195	Clements Middle School	-
707	Newton County	398	Indian Creek Middle School	-
707	Newton County	198	Middle Ridge Elementary School	-
709	Oglethorpe County	2050	Oglethorpe County High School	2.11
709	Oglethorpe County	3050	Oglethorpe County Middle School	4.41
710	Paulding County	394	East Paulding Middle School	0.89
710	Paulding County	2352	Herschel Jones Middle School	0.85
710	Paulding County	2552	Paulding County High School	1.47
710	Paulding County	192	South Paulding Middle School	4.22
711	Peach County	197	Byron Middle School	-
711	Peach County	2052	Peach County High School	5.67
784	Pelham City	201	Pelham City Middle School	-
712	Pickens County	198	Pickens County High School	9.98
714	Pike County	188	Pike County Primary School	-
715	Polk County	1056	Elm Street Middle School	-
716	Pulaski County	195	Pulaski County Middle School	-
717	Putnam County	198	Putnam County Elementary School	8.11
717	Putnam County	276	Putnam County High School	1.22
720	Randolph County	201	Randolph Clay High School	21.29
721	Richmond County	1052	Butler High School	6.00
721	Richmond County	2562	East Augusta Middle School	8.33
721	Richmond County	3054	Glenn Hills High School	4.65
721	Richmond County	197	Glenn Hills Middle School	3.85
721	Richmond County	2056	Hephzibah High School	4.17
721	Richmond County	1156	Hephzibah Middle School	2.50
721	Richmond County	3756	Josey High School	2.86
721	Richmond County	4056	Lamar Elementary School	-
721	Richmond County	5566	Laney High School	-
721	Richmond County	1058	Langford Middle School	6.45
721	Richmond County	184	Morgan Road Middle School	5.71
721	Richmond County	5058	Murphey Middle School	6.45
721	Richmond County	3062	Sego Middle School	4.88
721	Richmond County	390	Spirit Creek Middle School	7.32
721	Richmond County	5062	Tubman Middle School	6.45
722	Rockdale County	378	Edwards Middle School	-
785	Rome City	293	Rome Middle School	-
724	Screven County	4052	Screven County High School	-
725	Seminole County	196	Seminole County Middle/High School	11.51
786	Social Circle City	103	Social Circle Middle School	6.58
726	Spalding County	201	Cowan Road Middle School	-
726	Spalding County	1054	Flynt Middle School	7.69
726	Spalding County	187	Griffin High School	5.31
726	Spalding County	101	Spalding High School	10.31

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

System ID	System Name	Building ID	Building Name	Percent Not Highly Qualified
726	Spalding County	188	Taylor Street Middle School	9.09
728	Stewart County	201	Stewart-Quitman High School	27.54
729	Sumter County	205	Americus Sumter County High North	6.54
729	Sumter County	105	Americus Sumter County High South	15.31
729	Sumter County	188	Sumter County Elementary School	15.38
730	Talbot County	190	Central Elementary/High School	3.00
731	Taliaferro County	102	Taliaferro County School	28.69
733	Taylor County	205	Taylor County Middle School	7.25
733	Taylor County	105	Taylor County Upper Elementary	2.85
735	Terrell County	4050	Terrell County Middle/High School	13.44
736	Thomas County	191	Thomas County Central High School	2.14
745	Thomaston-Upson County	195	Upson-Lee High School	6.73
745	Thomaston-Upson County	395	Upson-Lee Middle School	-
789	Thomasville City	3050	MacIntyre Park Middle School	3.57
789	Thomasville City	4052	Thomasville High School	7.14
737	Tift County	299	Eighth Street Middle School	1.96
737	Tift County	4052	Matt Wilson Elementary School	4.00
737	Tift County	3052	Northeast Campus, Tift County High School	4.34
737	Tift County	199	Tift County High School	2.66
741	Troup County	201	Callaway High School	6.63
741	Troup County	101	Callaway Middle School	3.70
741	Troup County	191	Gardner-Newman Middle School	-
741	Troup County	1052	LaGrange High School	0.96
741	Troup County	297	Long Cane Middle School	-
741	Troup County	387	Troup County High School	8.30
742	Turner County	190	Turner County Middle School	-
743	Twiggs County	201	Twiggs County High School	1.37
792	Valdosta City	195	Newbern Middle School	5.62
792	Valdosta City	2052	Southeast Elementary School	3.13
746	Walker County	390	Rossville Middle School	10.77
747	Walton County	193	Carver Middle School	-
748	Ware County	195	Ware County High School	-
748	Ware County	395	Ware County Middle School	-
750	Washington County	199	T. J. Elder Middle School	3.33
751	Wayne County	294	Arthur Williams Middle School	5.77
751	Wayne County	194	Martha Puckett Middle School	4.20
751	Wayne County	101	Wayne County High School	1.87
754	White County	174	White County Middle School	3.33
755	Whitfield County	275	Southeast Whitfield County High School	1.34
756	Wilcox County	195	Wilcox County Elementary School	-
758	Wilkinson County	3050	Wilkinson County High School	5.62
759	Worth County	193	Worth County Middle School	-

Special Education Teachers

For years, Georgia prepared its special education teachers using a categorical approach. Teachers were prepared as learning disabilities, mental retardation, or behavior disorders teachers. Core academic content preparation was not required as part of the preparation to become certified as a special education teacher. Also, the state did not collect specific assignment data for special education teachers that indicated if they taught in a self-contained classroom or if they taught in a collaborative or consultative setting with another teacher. Therefore, when the state's highly qualified teacher data were calculated for 2002-03, '03-04, '04-05, the specific special education teacher data could not be included.

Georgia has taken actions to assure that special education teachers are highly qualified as noted in the Fact Sheet for Georgia Special Education Teachers (see [Appendix 3](#)).

The results showing the numbers of highly qualified special education teachers and their assignments will not be available until the fall of 2006. Table 7 illustrates progress special education teachers have made to date toward obtaining highly qualified teacher status.

Table 7: Progress Special Education Teachers Have Made in Obtaining Highly Qualified Status

Month/Year	# of Special Education Teachers Adding 1 or More Content Concentrations	# of Special Education Teachers Passing Fundamental Subjects Test	# of Special Education Teachers Passing the Early Childhood Education Test
April 2005		29	
May 2005			
June 2005		22	
July 2005			
August 2005	19,038	45	32
September 2005	241	109	62
October 2005	27		
November 2005	1,318	915	327
December 2005	183		
January 2006	1,698	1,286	314
February 2006	22		
March 2006	1,498	1,363	272
April 2006	1,101	1,153	269
May 2006	312		

Accomplishing Goal 2: Remediation Plans For School Districts With Teachers Who Are Not Highly Qualified

In the fall of 2003, the PSC used the HIQ software to collect the first set of highly qualified teacher data, by school district and by state for the 2002-03 school year. The data were published as percentages for the number of teachers highly qualified and were based on the October 2002 Certified/Classified Personnel Information (CPI) report. The data report sent to the U. S. Department of Education is included in Table 8.

Table 8: 2002-03 Core Academic Classes Taught by Highly Qualified Teachers

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	NA	NA	94
All Elementary Schools	NA	NA	NA
All Secondary Schools	NA	NA	NA
High-poverty Schools	NA	NA	95
Low-poverty Schools	NA	NA	NA

Since 2002-03, the PSC has refined the HiQ software each year so that individual each school districts could update teachers' HiQ status as they completed requirements to become highly qualified during the school year. These data were again reported to the USDOE in 2003-04, but the format for the report was based on classes taught, not individual teachers. See Table 9 and Table 10 for the 2004-05 data. (Note: Neither of these reports included special education)

Table 9: 2003-04 Core Academic Classes Taught by Highly Qualified Teachers

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	430,521	418,585	97.2
All Elementary Schools	324, 956	317,958	97.8
All Secondary Schools	105,565	100,627	95.3
High-poverty Schools	91,895	88,798	96.6
Low-poverty Schools	127,264	125,180	98.3

Table 10: 2004-05 Core Academic Classes Taught by Highly Qualified Teachers

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	220,240	210,797	95.7

All Elementary Schools	61,032	59,291	97.1
All Secondary Schools	159,218	151,506	95.2
High-poverty Schools	114,986	111,580	97.0
Low-poverty Schools	71,500	70,454	98.5

Technical Assistance Provided

When 100% highly qualified teacher status cannot be maintained because of extenuating circumstances, each school district has the responsibility to assure that teachers become highly qualified in a timely manner.

Title II, Part A consultants provide a constant source of technical assistance to LEAs to help all teachers become highly qualified. Each consultant provides whatever assistance is needed, from answering questions to conducting workshops and/or working with system-level personnel. At times, consultants will also address concerns of individual teachers. Staff at the PSC and the DOE are also available to answer questions and provide data to the LEAs as needed.

For special education, a DOE staff person is assigned to work with Title II, Part A. She attends the monthly meetings of the Title II, Part A consultants and the PSC/DOE staff. The PSC and the DOE have offered numerous workshops on the special education requirements around the state ranging from a statewide Title II, Part A conference, presentations to the Georgia Association of School Personnel Administrators (GASPA), many groups of special education teachers, and to a University forum for special education faculty. A question and answer section on the Georgia NCLB website is immensely helpful to LEAs and school systems. Assistance as a fact sheet, available slide presentations and 16 workshops presented throughout the state on special education certification changes are all part of the effort to provide the best information about changes. Copies of slide presentations and other information are located at http://www.gapsc.com/nclb/Admin/admin_links.htm.

State Activities Conducted by the PSC

Georgia has also used Title II, Part A state funds for a number of projects that help LEAs and their teachers meet the requirements. Tables 11 through 15 summarize the projects undertaken by the PSC to support the major goals of Title II, Part A.

Table 11: PSC Activities Related to Reforming Teacher and Principal Preparation and Certification

State Activity	Description	Funding Amount	Funding Period
Praxis I Project	<i>Workshop Assistance to students preparing for Praxis I Basic Assessments by Kaplan organization</i>	\$100,000	2002–03
Assessment of Preparation Programs	<i>Analyses conducted with the Board of Regents to determine the data elements that could be used for performance</i>	\$87,000	2002–03

Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

	<i>assessment of the candidates in preparation programs</i>		
Paraprofessional Assessment	<i>State provided paraprofessional assessment during the summer of 2002 prior to the development of the ETS paraprofessional assessment, which is used presently</i>	\$74,500	2002–03
Performance Assessment and Program Activities	<i>Beginning development of a state managing and reporting system for annual reporting of candidates' and units' performance on state standards</i>	\$230,000	Aug 2003–Feb 2004
Program Development for Special Education Teacher Preparation and Certification	<i>Focus Group meetings and surveys with special education teachers on issues of certification for special education</i>	\$85,000	Mar 2004–Aug 2004
Transcript Analyses for Verification of Subject Matter for Certified Special Education Teachers	<i>Analyses of certified special education teachers' transcripts to assess the number of content courses and amount of preparation in the core academic content areas</i>	\$50,000	Mar 2004–Aug 2004
Orientation and Training for New State Certification Rules	<i>Series of training sessions and meetings statewide by the PSC on certification reforms</i>	\$75,000	Mar 2004–Aug 2004
Performance Assessment of Educator Preparation Activities	<i>Determination of data elements to be used for the statewide approval of preparation programs based on performance standards for candidates and education unit</i>	\$200,000	Mar 2004–Aug 2004
Content Course Development for Special Education Teachers	<i>Development of web-based modules for certified education teachers to add content in reading and mathematics</i>	\$300,000	2004-05
Birth to Five Preparation Program	<i>Development of innovative delivery for birth to five curriculum to prepare and certify teachers for early childhood 0-5</i>	\$200,000	2004-05

Table 12: PSC Activities Related to Teacher Mentoring

State Activity	Description	Funding Amount	Funding Period
Program Development and Training for Teacher	<i>Development of 7 web-based modules by E-School for the preparation of teachers</i>	\$456,000	2002–03

State Activity	Description	Funding Amount	Funding Period
Support Specialists (TSS)	<i>who mentor candidates and provide induction</i>		
TSS statewide training	<i>Orientation and statewide training on the use of the TSS Modules as preparation</i>	\$128,000	Aug 2003–Feb 2004

Table 13: PSC Activities Related to Creation or Expansion of Alternative Routes to Certification

State Activity	Description	Funding Amount	Funding Period
Development of Special Education Modules	<i>Editing and completion of 11 web-based modules for interrelated special education preparation offered statewide through Armstrong Atlantic State University</i>	\$260,000	2002–03
Development of Alternative Preparation	<i>Development of web-based modules for the Georgia TAPP program</i>	\$237,005	2002–03
Program Development and Training for Special Education Preparation	<i>State provided paraprofessional assessment during the summer of 2002 prior to the development of the ETS paraprofessional assessment, which is used presently</i>	\$130,000	Aug 2003–Feb 2004
Program Development and Training for Georgia	<i>Continuation of the development of web-based modules for the Georgia TAPP program</i>	\$119,252	Aug 2003–Feb 2004
Alternative North Georgia Consortium	<i>Formation of a regional consortium between colleges/universities, regional education state agency, and school systems to provide alternative preparation for qualified candidates</i>	\$ 144,00	Aug 2003–Feb 2004
Georgia TAPP – Evaluation of Programs	<i>Evaluation study to determine the outcomes, attrition of the GA TAPP program after 4 years of operation</i>	\$200,000	2004-05

Table 14: PSC Activities Related to Teacher Recruitment and Retention

State Activity	Description	Funding Amount	Funding Period
National Board		\$300,000	2002–03

State Activity	Description	Funding Amount	Funding Period
Recruitment	<i>assistance with teachers' preparation for national board teacher certification</i>		
National Board Candidate Recruitment		\$120,000	Mar 04-Aug 04
National Board Recruitment		\$150,000	Aug –Feb 2003-2004
National Board recruitment/training		\$200,000	2004-05
Teacher/principal Recruitment Activities	<i>Preparation of marketing materials, development of the TeachGeorgia recruitment site; and recruitment of minority students</i>	\$ 28,500	Aug–Feb 2003-04
Teacher/principal Recruitment Activities		\$70,709.50	Mar 04-Aug 04
Teacher/principal Recruitment Activities		\$200,000	2004-05

Table 15: PSC Activities Related to High-quality Professional Development in Core Academic Areas

State Activity	Description	Funding Amount	Funding Period
Voyager Reading project	<i>Professional development program for teaching reading strategies with a web-based module format, developed by Voyage</i>	\$255,000	2002–03
Professional Development Survey	<i>Analysis of a survey on professional development by DOE</i>	\$13,000	2002–03
Professional Development	<i>Development of a videotaped interview with the national staff development president, on the national standards for staff development</i>	\$20,000	2002–03
Teacher Professional Assessment using HiQ Data	<i>This project will develop a mechanism to use the HiQ data by school system or by RESA as a needs assessment instrument to determine teacher preparation needs and professional</i>	\$80,461	2004-05

	<i>learning on teacher qualifications</i>		
--	---	--	--

A particular example of a Title II, Part A-funded program is the development of 4 online mathematics courses and 3 online science courses by Darton College. These courses are made available throughout Georgia by the Regional Educational Service Agencies (RESAs) and the Professional Standards Commission. Special education teachers are using these courses to add to their content expertise in mathematics and science. Part-time faculty are hired and trained by the RESAs to teach the online courses. Training sessions for instructors have been conducted in three regions throughout the state. In addition, an advisor was appointed to assist the participants with inquiries, admission, and getting their grades and transcripts. The first two courses were offered in January of 2006, the second in March; all of the courses are being offered during summer 2006. By the end of July 2006, 616 special education teachers will have completed 902 of these content courses offered by Darton College.

State Monitoring and Compliance with the 100% Highly Qualified Requirement

The Title II, Part A consultants assigned to the Local Education Agencies (LEAs) monitor the LEAs' efforts to meet the state's highly qualified teacher requirements. In 2003-04, the consultants monitored all 183 school districts as well as the state schools. The purpose of the monitoring was to ensure that an annual needs assessment and multi-year planning are the basis for the budgeting and expenditures of the Title II, Part A funding to local systems, and that the process is carried out within the state and federal requirements for NCLB. The consultants used a monitoring form to gather information about the districts' planning process, highly qualified teacher and paraprofessional data, expenditure of funds appropriated to LEAs, private school participation, and other documentation. The monitoring form is located at www.gapsc.com/nclb/Admin/Files/IIA_monitoring.pdf. The results of the monitoring were aggregated by the Title II, Part A staff and are included in the following figures:

Section I: Planning

Figure 2: Systems in Compliance with Monitoring Criterion
 I-A: Annual Needs Assessment

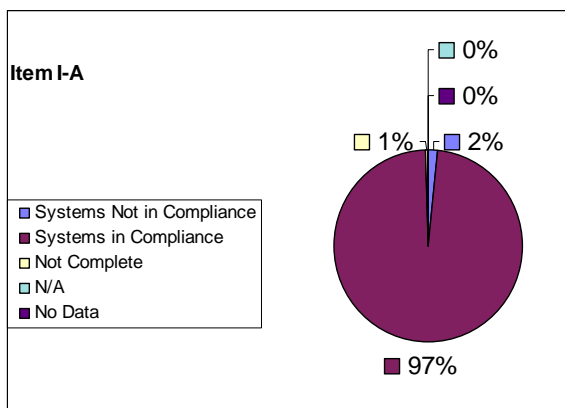
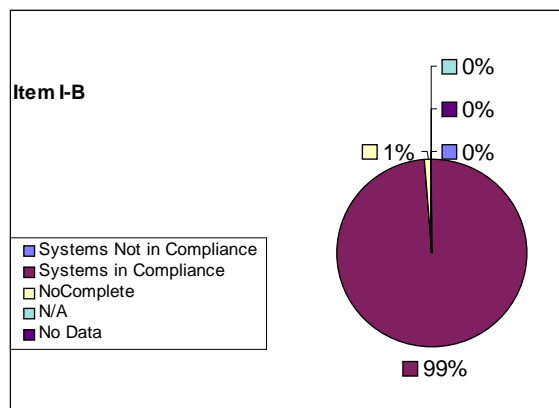


Figure 3: Systems in Compliance with Monitoring Criterion
 I-B: Alignment of Activities with Annual Needs Assessment



Georgia's Revised Plan for Title II-A
Reaching and Maintaining the Goal of 100% Highly Qualified, Effective Teachers In 2006-07

Figure 4: Systems in Compliance with Monitoring Criterion
I-C: The Title II-A Plan coordinates with state, and
other federal , and local programs

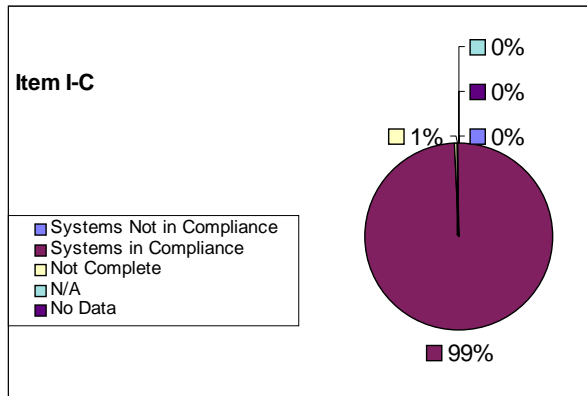


Figure 5: Systems in Compliance with Monitoring Criterion
I-D: Evidence of collaboration with principals,
teachers, paraprofessionals, other relevant school
personnel, and parents

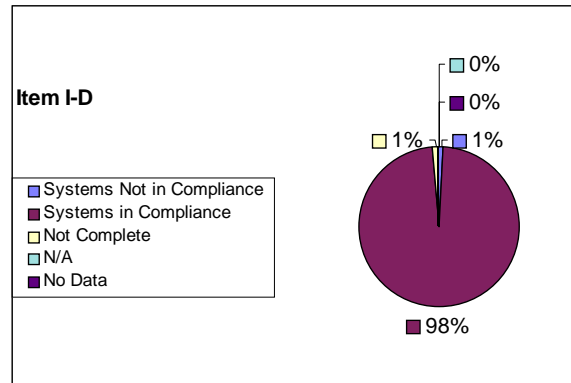
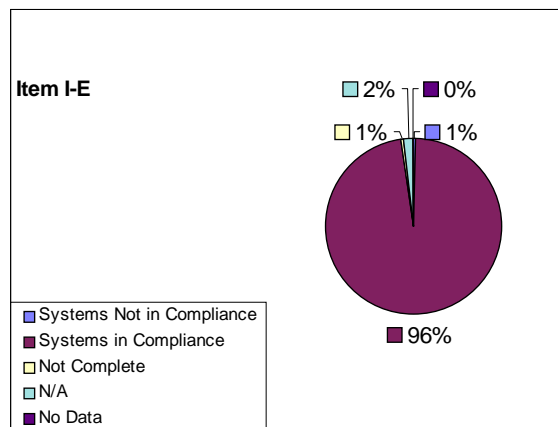


Figure 6: Systems In Compliance With Monitoring Criterion
I-E: Evidence of Planning for Improved Teacher and
Principal Quality



Section II: Expenditure of Funds

Figure 7: Systems in Compliance with Monitoring Criterion II-A: Targeting of Expenditures

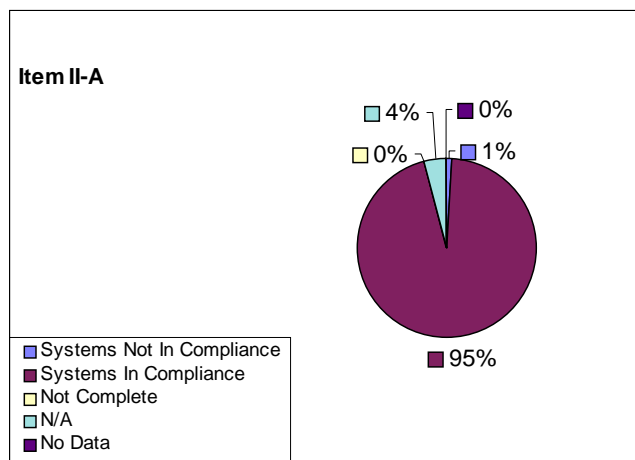


Figure 8: Systems in Compliance with Monitoring Criterion II-B: Budget

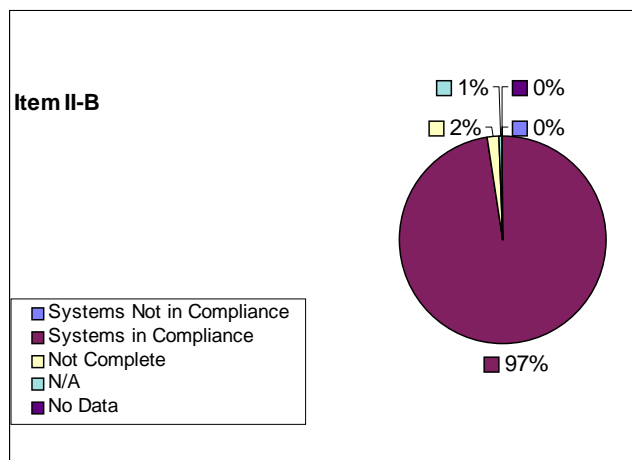


Figure 9: Systems in Compliance with Monitoring Criterion II-C: Records of Consolidation or Transfers

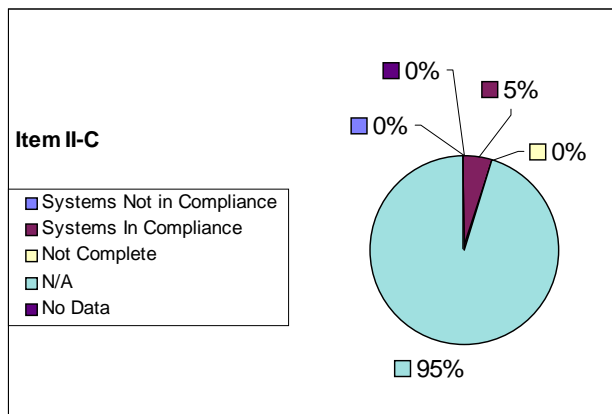


Figure 10: Systems in Compliance with Monitoring Criterion II-D: Completion Report from Previous Year

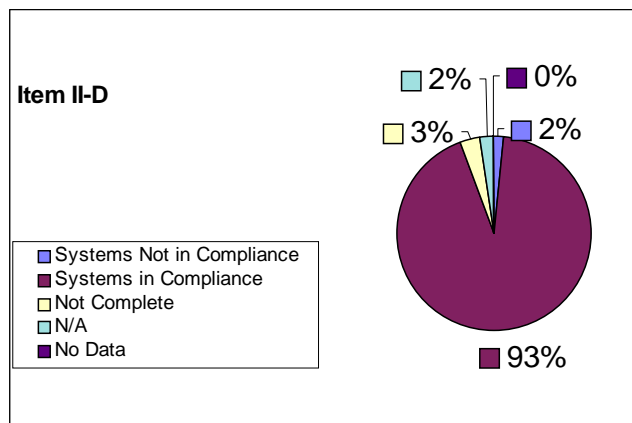


Figure 11: Systems in Compliance with Monitoring Criterion II-E: Documentation of Expenditures

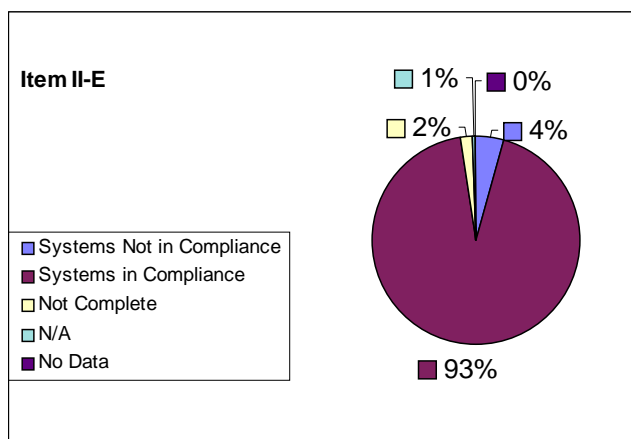


Figure 12: Systems in Compliance with Monitoring Criterion II-F: Documentation that Title II-A Funds Supplement and Do Not Supplant

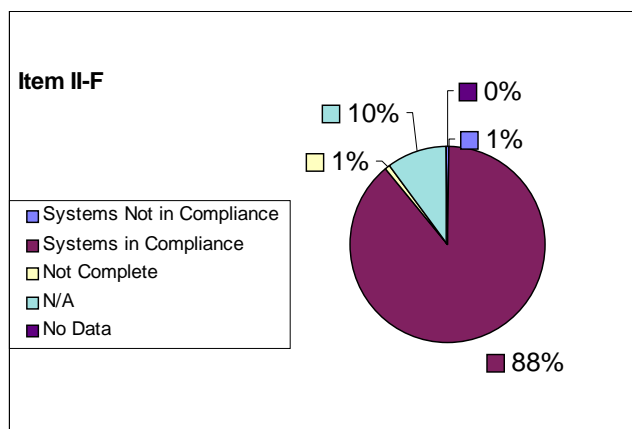


Figure 13: Systems in Compliance with Monitoring Criterion II-G: Documentation of required Maintenance of Fiscal Effort

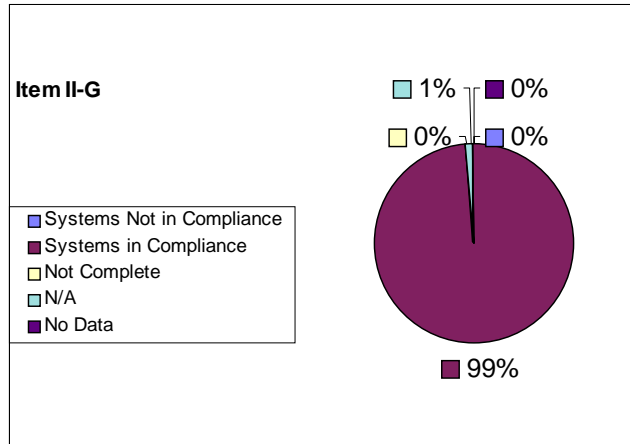


Figure 14: Systems in Compliance with Monitoring Criterion II-H: Private School Participation

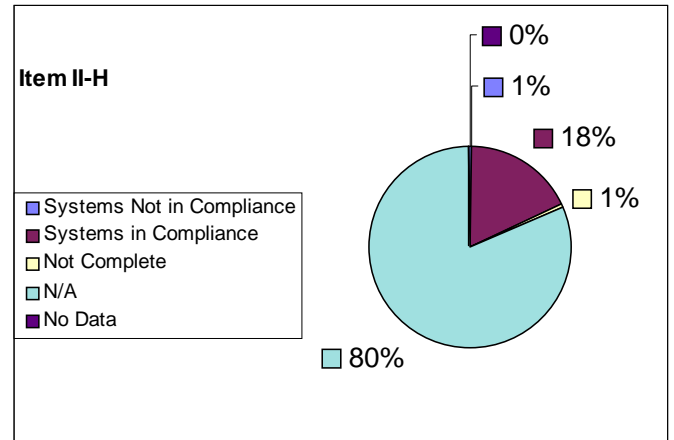
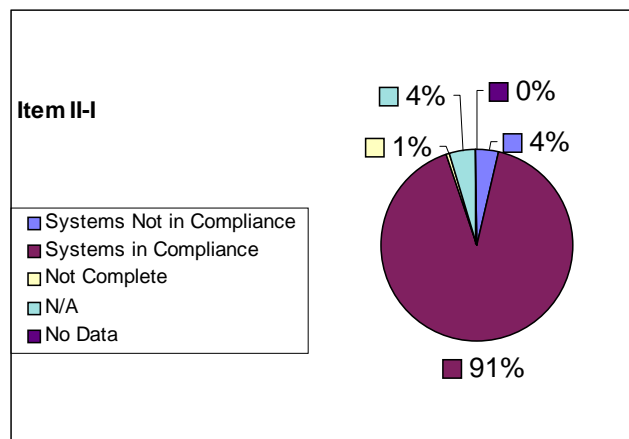


Figure 15: Systems in Compliance with Monitoring Criterion II-I: Documentation of Appropriateness of Payments to Personnel



Section III: Parent Notices

Figure 16: Systems in Compliance with Monitoring Criterion
III-A: Parents Informed of Their "Right to Know"

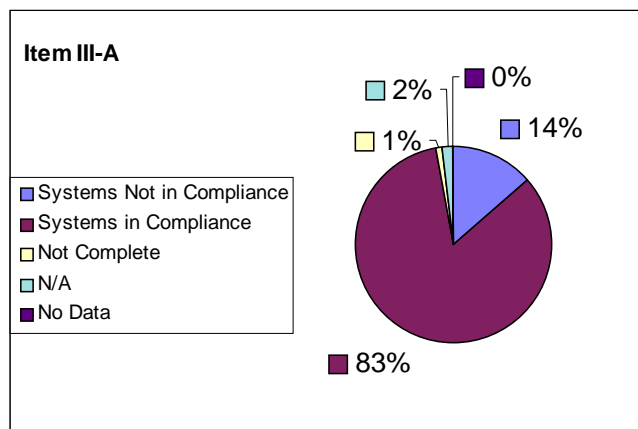
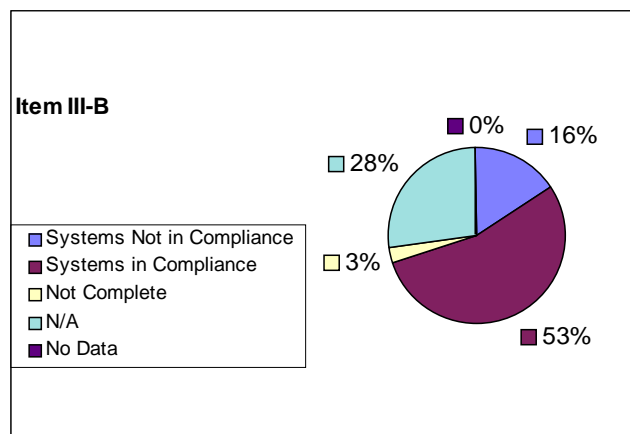


Figure 17: Systems in Compliance with Monitoring Criterion
III-B: Parents Informed of Non-HiQ Status of Teachers



Section IV: Private School Participation

Figure 18: Systems in Compliance with Monitoring Criterion
IV-A: Opportunity for Equal Participation

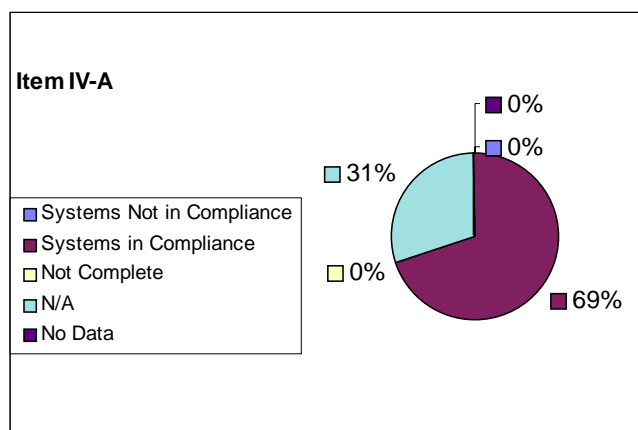


Figure 19: Systems in Compliance with Monitoring Criterion
IV-B: Participation in Design, Development, and Implementation of Professional Learning Plan

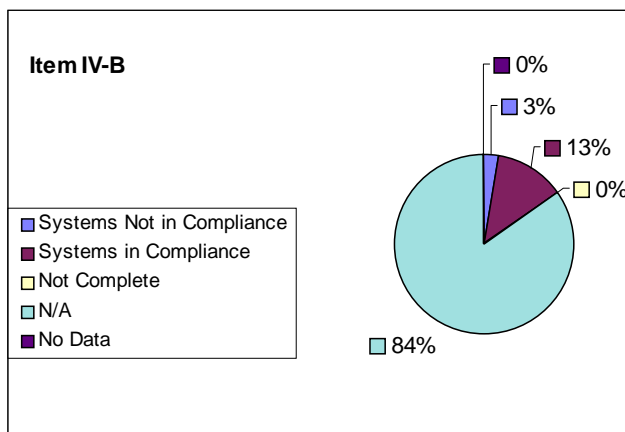
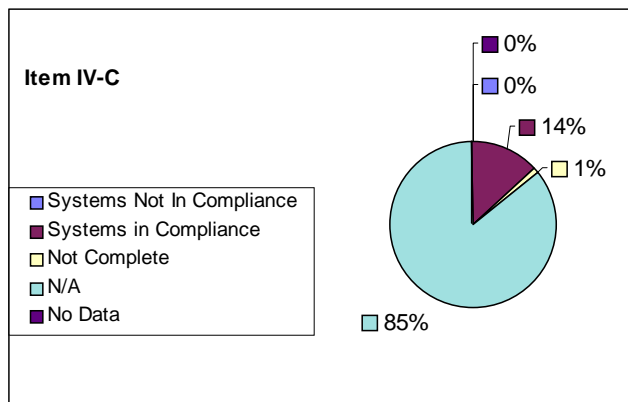


Figure 20: Systems in Compliance with Monitoring Criterion
IV-C: Activities for Private School Teachers Meet Title II-A Requirements



Section V: Other Documentation

Figure 21: Systems in Compliance with Monitoring Criterion V-A: Highly Qualified Teacher Benchmarks

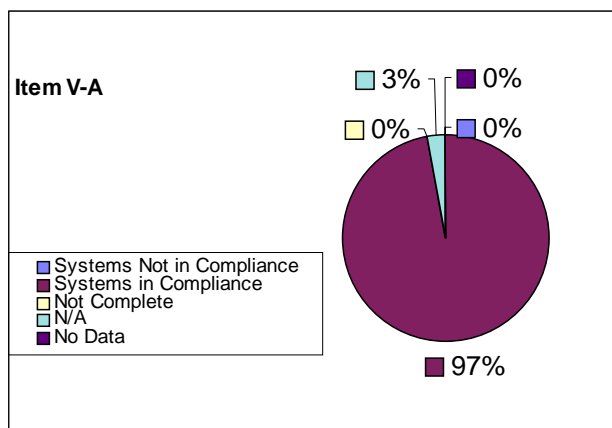


Figure 22: Systems in Compliance with Monitoring Criterion V-B: Professional Learning Activities Based on Scientific Research

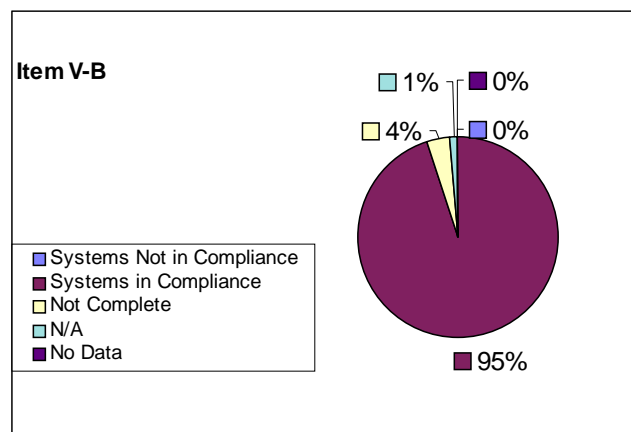


Figure 23: Systems in Compliance with Monitoring Criterion V-C: Teachers in Alternative Routes Making Progress Toward Full HiQ Status

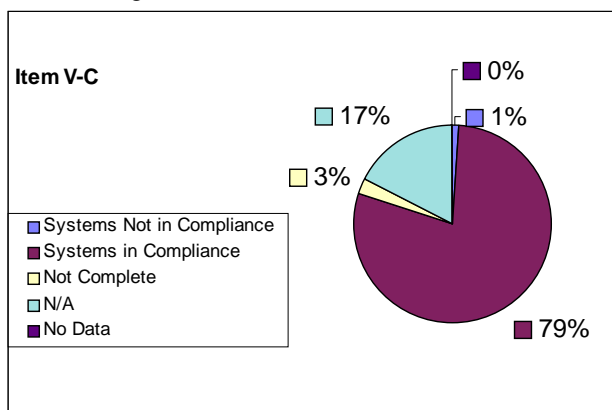


Figure 24: Systems in Compliance with Monitoring Criterion V-D: Complete Documentation for All Teachers Reported HiQ Due to HOUSSE

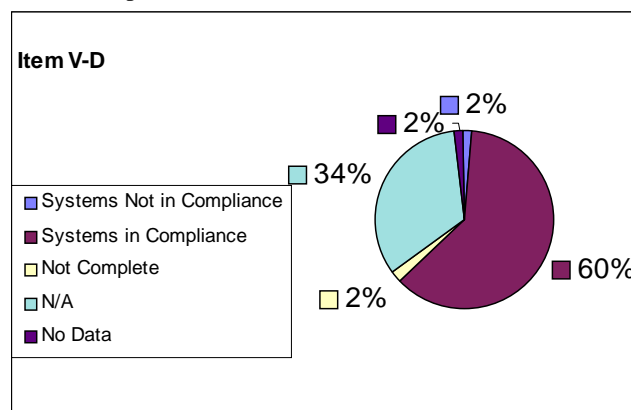


Figure 25: Systems in Compliance with Monitoring Criterion V-E: HiQ2 Report

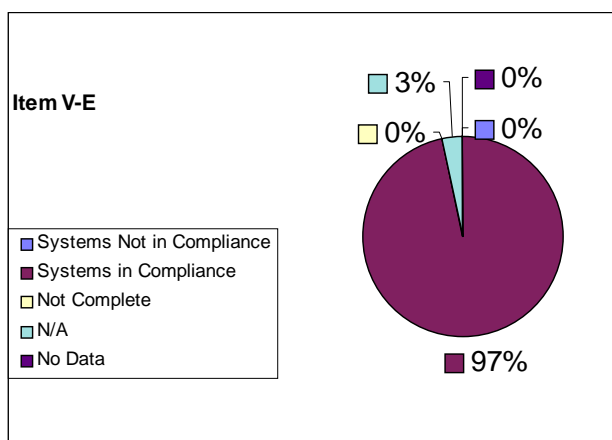


Figure 26: Systems in Compliance with Monitoring Criterion V-F: Evidence of Monthly Consultation for Alternative Schools Using Consultative Model

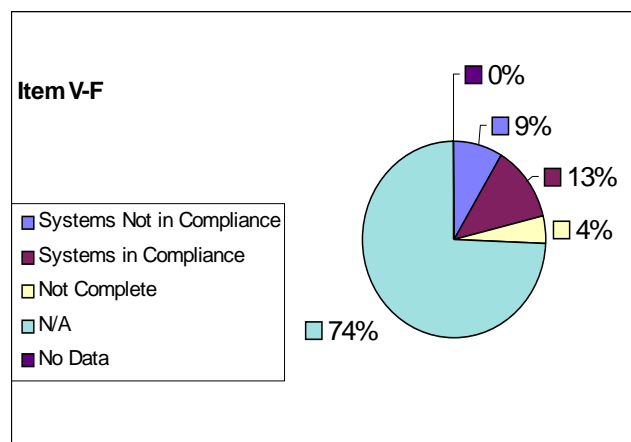
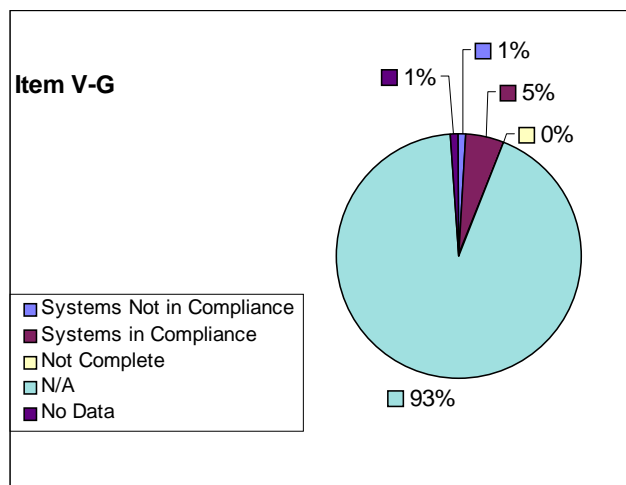


Figure 27: Systems in Compliance with Monitoring Criterion
V-G: LEA Charter Schools' HiQ Teacher Data



In 2004-05, all LEAs completed a check list indicating their Title II, Part A compliance, and consultants selected school systems by zip code at random and monitored their efforts. The checklist is located at www.gapsc.com/nclb/Admin/Files/IIA_selfmonitor.pdf. These results are being tabulated.

For the 2006-07 monitoring, in addition to the monitoring form used for 2004-05, the Title II Part A consultants will monitor for progress in meeting the requirements for the teachers listed in the remediation mode on HiQ for each district. The LEA will indicate the change in the highly qualified status of each teacher, and the consultant will monitor these changes. In March 2007, a report of highly qualified teacher status will be run for the entire state. For those systems with teachers who are not highly qualified, the state will monitor each system and follow the local guidance provided by the USDOE.

Each school district must determine how it plans to get all teachers highly qualified during 2006-07, and report the remediation methods to the PSC by August 31, 2006. To assist LEAs with this effort, a new feature, called the Remediation Method, has been added to the HiQ program. The Remediation Method is a drop-down box that has been added to the HiQ editor. When a record displays “not HiQ status”, the Remediation Method dropdown will be visible. The initial (default) remediation method of “unknown” will be displayed. HiQ operators will replace “unknown” from among several choices and click the “apply corrections” button to save the remediation method chosen.

The remediation methods include:

- Class will removed from the master schedule;
- A highly qualified teacher will be placed in this class
- Testing- this teacher will become highly qualified through testing
- Course work – this teacher will become highly qualified for this class by course work
- HOUSSE – this teacher will become highly qualified for this class by application of the HOUSSE

Schools That Do Not Meet AYP Goals

Table 6 (page 14) lists the schools that did not meet AYP for 2004-05.

The Title II, Part A consultants will work with the DOE School Improvement teams to report the highly qualified status of teachers in schools that need improvement. They will identify why the school system hired a teacher not highly qualified and determine what the school system plans to do to assure that the teacher becomes highly qualified in a timely manner. The system will be required to use available Title II-A funds to ensure staffing and professional development needs are met for these schools. For example, if the teacher is from out-of-state and needs to complete a state teacher assessment, the school system should see that this need is met in a timely manner. The responsibility for having highly qualified teachers will be placed with the school district and the principal who does the hiring.

Use of HOUSSE as a Means to Verify Highly Qualified Status

Georgia has required a passing score on a state content assessment for certification since the 1980's. A major for secondary content areas and subject matter concentrations for middle grades has been required since 1995. The HOUSSE instrument has been used for Georgia's life certificate holders, international teachers who are in Georgia for a three year period only and veteran teachers moving from out of state without a state teacher assessment requirement, e.g., teachers from Alabama. To accommodate these groups, Georgia developed a HOUSSE instrument to determine the highly qualified status of teachers in regular education with three or more years of teaching experience who did not meet the basic certification credentialing. The HOUSSE has been used to date to establish the highly qualified status of approximately 669 teachers.

The Title II, Part A consultants conducted regional training on the use and potential of the HOUSSE instrument. A copy of The HOUSSE instrument can be found at www.gapsc.com/nclb/admin/files/HOUSSE.pdf.

The HOUSSE instrument has not been used to assess the highly qualified status for regular teachers teaching multiple subjects because state assignment rules require that teachers be assigned according to the content in which they are certified. See certification rule 505-2-.26. Georgia certifies early childhood, Preschool – Grade 5; Middle Grades 4-8; and Secondary Grades 6-12.

The highly qualified teacher definition does not apply to special education teachers in Georgia who are assigned to work on a collaborative or consultative basis with a content teacher. The definition does apply when the special education teacher is considered the teacher of record and is responsible for the core academic content in addition to the special education strategies used with children. Georgia has developed a HOUSSE instrument for special education teachers in the state who teach one or more core academic subjects, and/or teachers who teach multiple subjects and do not have formal preparation in the assigned content.

The HOUSSE rubric is designed to assess veteran special education teachers' competency in core academic subjects which they teach by documenting years of teaching experience, college/PLU course work and graduate degrees, other professional development, service, and scholarship related to the core academic content areas and cognitive level in question, and teacher effectiveness using student achievement data. For each category there are identified minimum and/or maximum number of points

allowed. Points are required in the following three (3) categories: years of experience, college/PLU course work in the content area, and teacher effectiveness. Points awarded in all five (5) of the categories must equal a total of at least 100 points in order to satisfy the HOUSSE requirement. LEA administrators are encouraged to make efforts to document content knowledge in the HOUSSE with performance-based evidence. For more detailed information concerning the HOUSSE go to www.gapsc.com/nclb/Admin/HOUSSE.pdf.

The difference in the HOUSSE for special education and regular education is that successful completion of the HOUSSE for the core academic content results in a certification change by acknowledging the content on the special education teacher's certificate. The HOUSSE instrument encouraged special education teachers to take additional course work such as the courses developed using the Title II, Part A state funds in mathematics and science (see [page 27](#)).

The HOUSSE instrument will continue to be used for special education teachers who teach multiple subjects as needed. At the present time, we do not have a good estimate as to the number of teachers to whom this may be applicable. Georgia is developing a content assessment to be used for special education teachers who teach multiple subjects so we expect the need for HOUSSE will diminish when this state assessment is standardized and available.

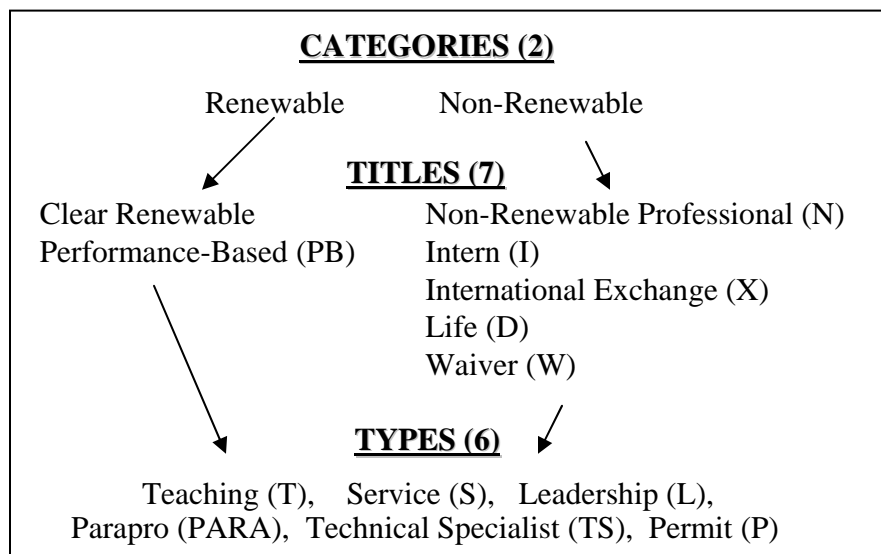
Changes in the middle grades preparation and certification requirements were explained in section **Changes Resulting from Georgia's Focus on Highly Qualified Teachers and Paraprofessionals** (see [page 8](#)). These rules have resulted in changes in certification as indicated in [Figure 1](#).

Accomplishing Goal 3: Developing and Implementing a More Comprehensive State Definition for Highly Qualified, Effective Teachers in All Classes, All Schools and All School Districts, Based on a State Equity Plan

A review of Georgia's Criterion Referenced Content Tests (CRCT) scores, a criterion referenced content test by grade level administered by the DOE and reported by the OSA according to highly qualified status of teachers by school district, indicates no connection between CRCT scores and the HiQ status of teachers using the current definition of a highly qualified teacher. This observation agrees with research that shows that credentials have little to do with teaching effectiveness as measured by student performance. The current definition for a highly qualified teacher relies heavily on credentialing. Paper credentials do not provide evidence about the person's teaching ability, and appear to be unrelated to whether a teacher is effective.

Georgia data addressing the effectiveness of teachers have not been collected to date. However, data to complement the current highly qualified teacher data will become available as the DOE implements its online student information system and the OSA continues to accumulate student assessment data. It will be possible to develop a more comprehensive definition of teacher effectiveness based on teacher credentials, appropriate teaching assignment, years of experience, training to work with diverse populations, differentiated instruction preparation, special education coursework, and student progress obtained through the student information system.

APPENDIX 1: REVISED CERTIFICATION SCHEME AND ROUTES TO CERTIFICATION IN GEORGIA



Routes to Certification

Traditional Routes - Obtaining a Georgia certificate by completing a state-approved educator preparation program, usually at a college or university.

This process could include earning a college degree along with the state certificate, or you might complete the requirements just for a certificate after you have already finished your degree. In addition, educators who move to Georgia with an out-of-state certificate must meet Georgia's certification requirements through reciprocity procedures. For the most part, the traditional initial programs are completed prior to employment in a public school and lead directly to Georgia's Clear Renewable Certificate.

Alternative Routes - Obtaining a Georgia certificate while you work as an educator.

Designed for "career switchers" who already hold degrees and have various life experiences, as well as former educators with expired or invalid certificates who wish to return to the classroom. These routes are not limited to, but are of particular importance when completed in high need, shortage fields such as math, science, foreign language and special education. Initial eligibility requirements lead to a Non-Renewable Certificate and remaining requirements are completed while the individual is serving as an educator in a Georgia public school. Upon completion of this route, the Clear Renewable Certificate is issued.

International Exchange Teacher Route - Obtaining a Georgia certificate based on your teacher certification in another country.

International exchange certificates may be awarded to teachers certified in their native country who are not U.S. citizens but who wish to come to Georgia and teach for up to three years.

Permit Route - Obtaining a Georgia permit to teach in special restricted circumstances.

Permits allow performing artists, retired teachers and native foreign language speakers to teach in Georgia classrooms and selected business/professional leaders to serve in Superintendent positions based on their rich expertise.

Each route is designed to combine high standards with flexibility to bring quality teachers into the classroom. While each route has a unique set of eligibility requirements and different ways to achieve certification, the standards and requirements for the Clear Renewable Certificate are the same regardless of the route chosen.

APPENDIX 2: STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS

The Georgia Department of Education is using a conceptual framework that will enable all students in Georgia to continue to make great gains in school. The Student Achievement Pyramid of Interventions is the result of teamwork and collaboration throughout the Georgia Department of Education. The catalyst for the development and implementation of Georgia's Student Achievement Pyramid of Interventions was the need for Georgia's educators to have a common focus and a common language regarding instructional practices and interventions. The Student Achievement Pyramid of Interventions is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs.

Additionally, the Student Achievement Pyramid of Intervention can serve as a framework for discussion among collaborative professional learning communities that are willing to explore and engage in all avenues available to assist students in their learning process.

While the Student Achievement Pyramid of Intervention may sound like "educational jargon," it provides a framework to align practices with the mission of learning for everyone. Richard DuFour says that pyramids of intervention prod us to ask the following questions: "Are our kids learning? How do we know that they are learning? And, most importantly, what are we prepared to do when they do not learn?" DuFour asserts that the final question is the distinguishing characteristic of a professional learning community.

In a professional learning community, DuFour states, there is a commitment to help students learn, but the commitment goes much deeper than in schools without professional learning communities. "In the professional learning community, we say that learning is so important that we are going to do whatever it takes to help you learn, and we are not going to let up on you until you do learn."

Research consistently points out that student growth is enhanced when evaluation results are used to guide continued instruction. This concept of monitoring students' progress, or "progress monitoring," enables educators to determine if students are increasing their skills as expected, or if they need additional instructional interventions to enable them to maximize academic success. The Student Achievement Pyramid of Interventions represents the process of continually implementing "progress monitoring" and then providing layers of more and more intensive interventions so that students can be successful and progress in their learning. This proactive approach does not wait until students have large gaps in their learning that are almost too great to overcome. Neither does it allow high-achieving students to languish in a curriculum that is not challenging to them. This approach focuses on determining when students are struggling and providing strategic interventions to help them shore up their areas of need; it also documents students' strength and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.

Tier 1: Standards Based Classroom Learning describes effective instruction that should be happening in all classrooms for all students. As Georgia moves towards phasing in the implementation of the Georgia Performance Standards (GPS) it is recognized that the curriculum standards are the foundation for the learning that occurs in each classroom. This type of instruction/learning focuses on the GPS and includes evidenced-based instruction that is

differentiated according to students' various needs. Teachers utilize progress monitoring results to guide and adjust instruction. Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development. This tier represents effective, strategic, and expert instruction that is ideally available in all classrooms. Through standards-based learning and on-going formative assessments we can answer DuFour's questions of "are kids learning; and how are they learning?"

Tier 2: Needs Based Instruction/Learning: Standard Intervention Protocols:

Tier Two becomes the answer to the question "what are we prepared to do when they do not learn?" Tier 2 describes pre-planned interventions that should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone. In many schools in Georgia, students who need additional interventions in the general classroom have been referred to the Student Support Team and possibly evaluated for special education services. The new conceptual framework illustrates the potential for having interventions for students before their gap becomes so large that specialized instruction is needed. Tier 2 interventions are not a substitution for Tier 1 interventions, but are layered in addition to the Tier 1 instruction that is provided. Tier 2 interventions are not solely reliant on the expertise and diligence of individual teachers across the school. They should include pre-planned interventions developed and supported at the school level, thereby becoming "standard intervention protocols" that are proactively in place for students who need them. Working collaboratively, teachers and instructional leaders should determine concepts and content areas that have traditionally proven difficult for students in their school. Then, they should develop interventions that are available when specific students show weaknesses in those areas. For 1st and 2nd - grade students who struggle with learning to read, for example, Tier 2 interventions may include structured, diligent, pre-planned tutoring interventions for those specified students.

Similarly, schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide modified curriculum. All students who need a Tier 2 intervention (in addition to their Tier 1 instruction) should be identified through the progress monitoring evaluation data.

Tier 2 interventions can be used at all school levels. Virtually every high school has students who become disenfranchised and unsuccessful and therefore become high risk for dropping out of school. High schools, possibly in collaboration with local middle schools, can anticipate this and identify those students very early in their high school careers who are high risk for this type of difficulty. They can then build systematic mentoring programs that encourage students to become active and engaged in high school activities. In addition, specific academic interventions can be established for students who are missing core academic skills (e.g. strong reading skills) that will increase the probability that high-risk students will have the necessary skills to be successful. To maintain motivation and improve academic achievement, high schools should use a variety of strategies to encourage more students to engage in rigorous coursework, e.g., vertical teaming that leads to AP courses.

Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being "Tier 2 students" and thereby create lower expectations or tracking for those students. Tier 2 interventions are proactive and maintain high expectations for all students.

Tier 3: Student Support Team Driven Instruction/Learning provides an additional layer of analysis and interventions. The Student Support Team (-and other small group teams such as the Gifted Eligibility Team) meet to discuss students who are still not provided the instructional experiences to meet their needs. During this process, the diagnostic team analyzes the specific needs of the individual student. In Tier 2, schools establish standard intervention protocols that are available across the school. Tier 3 becomes much more individualized as the student's teachers, other personnel, and parents systematically determine the issues that need to be addressed for the student. Instructional interventions are then strategically put in place for the student and progress monitoring processes, including sensitive instruments that may be formal or informal in nature, are implemented frequently to determine if the student is responding to the interventions. Effective Tier 3 activities are exemplified by systematic activities to determine a student's needs, implementation of scientifically-based interventions that are strategically incorporated with fidelity to meet the student's individual needs, and frequent progress monitoring to inform continued instruction.

Tier 4: Specially Designed Instruction/Learning is developed specifically for students who meet the respective eligibility criteria for special program placement. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of interventions. Tier 4 will provide instruction that is targeted and specialized to meet students' needs. Tier 4 instruction would include formal Gifted Education services for students who qualify, but it may also include interventions suggested by the Gifted Eligibility Team for regular classroom curriculum modification for any student with advanced learning needs. It may include special education and related services for eligible students, provided in the general education classroom, or in some cases, in a resource room. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting. Tier 4 is not a substitute for Tier 2, but is layered upon Tier 2 interventions.

APPENDIX 3: FACT SHEET FOR GEORGIA SPECIAL EDUCATION TEACHERS

Fact Sheet for Georgia Special Education Teachers

Certification and Highly Qualified Teacher Requirements

This Fact Sheet provides a summary of changes for Special Education (SpEd) teachers in Georgia as a result of the highly qualified (HiQ) teacher requirements of NCLB and IDEA. These changes are being implemented during the 2005-06 school year along with the state certification rule changes that became effective August 15, 2005. This is not an exhaustive explanation of all requirements and changes but hopefully provides a helpful summary.

Special education teachers are encouraged to discuss requirements and concerns with their system level administrators. These administrators receive frequent updates and technical assistance, and should be considered the best sources of information. Some systems have requirements for their teachers in addition to state and federal requirements.

HIGHLY QUALIFIED TEACHER REQUIREMENTS

Federal law requires that all special education teachers, including special education teachers in Title I and non-Title I schools, be “highly qualified” on or before August 31, 2006 just as all other teachers of core academic content subjects.

- ❖ NCLB “highly qualified” teacher requirements refer specifically to the qualifications and certification of teachers who assigned to teach core academic **content** courses.
- ❖ Certified Special Education teachers are highly qualified to offer expertise in teaching students with disabilities and to provide opportunities for those students to be successful academically in inclusive classroom settings or in pull-out, resource delivery models. Although highly qualified in the area of special education, IDEA and NCLB now require that all teachers, including special education teachers, provide evidence that they are highly qualified and certified in the content subjects that they teach.
- ❖ Core academic concentrations in Reading, Language Arts, Math, Science, and/or Social Studies must be listed on the Special Education teacher’s teaching certificate in order for the teacher to serve as the **teacher of record** for any of these subjects. Special Education teachers may meet the highly qualified requirements by meeting the certification requirements to teach the core academic subjects at the required cognitive level **and** by being assigned to teach the content area listed on their certificate.
- ❖ Core concentration areas are acquired by (a) having a combination of college course work and/or PLUs totaling 15 semester hours (5 quarter hours or 5 PLUs = 3 semester hours) OR (b) a major in the content area, OR (c) passing the appropriate PRAXIS II ECE, Fundamental Subjects: Content Knowledge test or individual Middle Grades or Secondary subject tests, OR (d) obtaining, at a minimum, 100 points on the Special Education HOUSSE evaluation (veteran teachers only). Core concentrations at the secondary cognitive level are acquired by (a) having a major or 21 semester hours and/or PLUs (3 semester hours = 5 PLUs), OR (b) passing the appropriate Praxis II subject test(s), OR (c) obtaining, at a minimum, 100 points on the Special Education HOUSSE rubric (veteran teachers only.)
- ❖ Special Education teachers are *not* required to meet highly qualified requirements if they are not providing core academic content instruction as the teacher of record. However, **all** students enrolled in grades K – 12 must be provided core academic content instruction by either a Special Education teacher or one who is certified in the content area.

CERTIFICATE CHANGES

- ❖ The names of most SpEd certificates have changed. Many were changed by adding “Consultative Special Education” to the beginning of the certificate title. Some that were given completely new names include:
 - (a) Interrelated is now *Special Education General Curriculum*
 - (b) Mental Retardation is now *Special Education Adapted Curriculum* and *Special Education General Curriculum*
 - (c) Hearing Impaired is now *Special Education Deaf Education*
 - (d) Orthopedically Impaired is now *Special Education Physical and Health Disabilities*

- ❖ These certificates allow teachers to provide Special Education support to students with disabilities within a "consultative" or co-teaching model. In other words, the Special Education teacher can work with another teacher who holds certification in the core content concentration area as a co-teacher or as a consultant, providing special education expertise for students in an inclusive classroom setting.
- ❖ These certificates do *not* allow Special Education teachers to be the **teacher of record** for core content subjects (including English/Language Arts, Reading, Math, Science, Social Studies), unless the teacher has a core academic concentration on his/her certificate for the subject.

CORE ACADEMIC CONTENT CONCENTRATIONS

- ❖ The PSC has evaluated transcripts for teachers who have renewable certificates in Special Education and who were employed by Georgia school systems during the last two years. Core academic content concentration areas were added to their Special Education certificates during the conversion to the new titles. The concentrations were identified based on 15 semester hours of core academic content credit on any available college transcripts. These content areas were added at the P-5 and 4-8 cognitive level only.
- ❖ An appeals procedure to request consideration of additional core content concentration areas at the middle grade cognitive level is available until August 31, 2006. Send an e-mail message to spedappeal@gapsc.com with the following information:
 - Your name and Social Security number or Certificate number
 - The specific Core Academic Content Concentration for which you think you qualify
 - The specific college transcript/s (15 sem hr) or PLU transcript(s)* (25 PLUs) or combination of the two that reflect the content courses (not methods courses) you think will qualify. The specific content course numbers and titles must be listed along with the institution/s from which they were earned.
 - If you believe that you qualify for a Cognitive Level that is not reflected on your certificate. Please reference in your e-mail the **specific content area exam** that you think will qualify **in addition to ALL the information above** that is requested for the Concentration.
- ❖ Although PLUs were not considered in the transcript analysis that was completed before August 15, 2005, PLUs will be considered with proper documentation that they are content and not pedagogy courses. A combined total of the equivalent of 15 sem. hours (5 PLUs = 3 sem. hrs.) is required to add a content concentration at the middle grades level. A combined total of the equivalent of 21 sem. hours (5 PLUs = 3 sem. hrs.) is required to add a content concentration at the secondary level.
- ❖ In addition to the transcript analysis described above, there are other ways to add content concentration areas:
 - *Content Assessment(s), OR
 - Recommendation from Approved Provider (approved under the new rules), OR
 - Transcript showing a major in a content field, OR
 - HOUSSE Criteria (for veteran Special Education teachers teaching content)

*The currently applicable content tests and cognitive levels are provided on the Testing Options Table, which is available at www.gapsc.com/nclb/home.html, Section 8.

All options above except the transcript analysis option will continue to be available after August 31, 2006.

DEFINITIONS

Consultative is used to refer to the specific roles that special education teachers have when they are providing services in their area(s) of exceptionality(ies). The term incorporates references such as inclusion, mainstreaming, collaborative or co-teacher.

The **"teacher of record"** is defined as the teacher who is responsible for direct instruction of core academic content subjects. Students being taught core academic subjects must be taught by a teacher who is highly qualified to teach that content area and grade level. For special education students this may be either a general education or special education teacher who is certified to teach the subject and grade level.

Core academic content concentration areas for special education teachers include language arts, mathematics, science, reading, and social science. Eligibility for a concentration is based on five content courses (15 semester hours/25 PLUs) or completion of the appropriate content area exam (Praxis II, etc.). Eligibility for concentration at the secondary **cognitive level** is based on seven content courses (21 semester hours/35 PLUs) or completion of the appropriate content area exam (Praxis II, etc.) or completion of HOUSSE.

Cognitive level refers to the grade level of instruction provided to Special Education students and is based on a description of how well the student is performing on the curriculum being provided, as described in the student's Individualized Education Program (IEP). Cognitive levels included grades P-5, 4-8, and 6 – 12 and parallel certification grade spans except for P-12 certificates.

HOUSSE is an assessment that may be used to verify a veteran teacher's competency if the teacher has not met either the content or testing requirement in a specific core academic content area. A score of 100 points or more on the Georgia Content Area Rubric is required to determine that a veteran regular education teacher or special education teacher is "highly qualified," and/or to add core academic content concentrations to special education teachers' certificates. Since HOUSSE is not time limited, it will remain available for teachers in Georgia. A **veteran teacher** is one who is not new to the profession and is defined as a teacher in a public school who has been teaching a total of three or more complete school years. The document and instructions for its completion can be found at www.gapsc.com/nclb/Admin/Files/HOUSSE.pdf.

ADDITIONAL RESOURCES

Specific information regarding these changes can be found at the following web sites:

Georgia Professional Standards Commission	Title II, Part A: Improving Teacher Quality
http://www.gapsc.com/	http://www.gapsc.com/nclb/home.html
Certification Rules, Testing Information	Highly Qualified Requirements
	<i>GA Implementation Guidelines (Section 8), HOUSSE Rubric & Instructions, Special Education Testing Chart, Frequently Asked Questions for Special Educators</i>

Georgia's Equity Plan for Title II, Part A

**Strategies and Measures for Reaching the Goal of
100% Highly Qualified, Effective Teachers in 2006-07**

Submitted by:

Georgia Professional Standards Commission
Georgia Department of Education

July 7, 2006



TABLE OF CONTENTS

SUMMARY OF THE GEORGIA EQUITY PLAN.....	3
INTRODUCTION TO THE GEORGIA EQUITY PLAN.....	4
ACCOMPLISHING GOAL 1: DEVELOPMENT OF A DATA AND REPORTING SYSTEM THAT INFORMS THE STATE ON THE AVAILABILITY, ASSIGNMENT AND DISTRIBUTION OF TEACHERS.....	6
ACCOMPLISHING GOAL 2: IDENTIFICATION OF POLICIES AND PROGRAMS TO INCREASE THE NUMBER AND AVAILABILITY OF HIGHLY QUALIFIED, EFFECTIVE TEACHERS & GOAL 3: DEVELOPMENT OF A COMPREHENSIVE DEFINITION OF HIGHLY QUALIFIED EFFECTIVE TEACHERS.....	9
ACCOMPLISHING GOAL 4: IDENTIFICATION OF INDICATORS FOR CALCULATING THE EQUITABLE TEACHER DISTRIBUTION OF TEACHER QUALIFICATIONS AND ASSIGNMENTS	25
ACCOMPLISHING GOAL 5: USING THE DATA AND REPORTING SYSTEM TO HELP SCHOOL DISTRICTS ACHIEVE EQUITABLE DISTRIBUTION OF TEACHERS.....	31
STEPS AND ACTIONS TO TAKE	34
APPENDIX I	36
ELEMENT 1: DATA AND REPORTING SYSTEMS.....	36
APPENDIX II.....	38
ELEMENT 2: TEACHER PREPARATION	38
ELEMENT 3: OUT-OF-FIELD TEACHING.....	41
ELEMENT 4: RECRUITING AND RETENTION OF EXPERIENCED TEACHERS	58
ELEMENT 5: PROFESSIONAL DEVELOPMENT.....	59
ELEMENT 6: SPECIALIZED KNOWLEDGE AND SKILLS.....	59
APPENDIX III.....	62
ELEMENT 7: WORKING CONDITIONS.....	62
APPENDIX IV	64
ELEMENT 8: POLICY COHERENCE	64

SUMMARY

The Georgia Equity Plan is organized around the eight elements of the template developed by the Council of Chief State School Officers. To date, we have used the template to develop an inventory of current policies and programs for each element. The next step will be to use the inventory prepared for each element to develop and select strategies that can be used to examine the current initiatives and determine how they impact teaching.

A series of additional requirements or indicators will be selected to add to the current state definition of highly qualified teachers. Quantitative measures representing these requirements or indicators (e.g. years of experience, training to work in high poverty schools, specialized knowledge and skills, training in the uses of data, additional training as in differentiated instruction) will be selected. Student achievement data will be used as the indicator for teacher performance in the classroom.

A scoring system will be developed to evaluate whether teachers meet the additional highly qualified requirements and to determine how many of the requirements teachers have met.

The HiQ data and reporting system will be refined to calculate the highly qualified status of teachers including the additional requirements. A profile with characteristics of high and low poverty schools matched with types of teacher assignment needs will be developed. School districts will use their school profiles to make decisions about their teaching assignment needs.

The HiQ data and reporting system will indicate whether teachers assigned to specific classes and specific schools are highly qualified for their particular assignments. School districts will use the HiQ data to analyze whether teachers are assigned according to their qualifications and experience and make adjustments as needed. HiQ will also be used to assess teacher performance by using achievement data provided in the Georgia Department of Education's newly developed student information system. School systems will use a more comprehensive definition of highly qualified than is currently used, and the state will use the definition to determine whether school systems are meeting the NCLB highly qualified teacher requirements.

INTRODUCTION TO THE GEORGIA EQUITY PLAN

Georgia has defined the highly qualified teacher by connecting the individual's certification credentials and teaching assignments according to the guidelines of NCLB, Title II, Part A. The certification credentials require that the teacher hold at least a bachelor's degree and a major for secondary teachers, subject matter concentrations for middle school teachers, or early childhood preparation. The teaching assignment requires that the teacher is assigned to teach the content area(s) in which he/she is prepared. Using this definition, Georgia has collected three years of local school district and state wide highly qualified teacher status data and reported the data by class in high and low poverty schools. The state's aggregated scores overall are approximately 97% for all schools and school districts, and 98% for Title I schools.

Other education indicators reported for the state, such as NAEP and CRCT scores, the high school dropout rate and performance on SAT suggest that these percentages of highly qualified teachers neither provide assurance of teaching effectiveness nor do they provide any evidence of an equitable distribution of teachers in high and low poverty schools. Other predictors of teaching effectiveness are needed for a more comprehensive definition of the highly qualified teacher. A more comprehensive definition might consider the basic credentialing, teaching experience, qualifications matched to teaching setting, and performance in the classroom.

The following goals define Georgia's plan for the equitable distribution of highly qualified, effective teachers:

- Goal 1:** Development of a data and reporting system that provides measures for the qualifications, availability, assignments, performance in the classroom, and distribution of teachers in the state.
- Goal 2:** Identification policies and programs to increase the number and availability of highly qualified, effective teachers.
- Goal 3:** Development of a comprehensive definition of highly qualified, effective teachers.
- Goal 4:** Identification of indicators for calculating the equitable teacher distribution of teacher qualifications and assignments.
- Goal 5:** Using the data and reporting system to help school districts achieve an equitable distribution of teachers.

The Professional Standards Commission, the Georgia Department of Education and the Office of Student Achievement will work cooperatively as the state regulatory agencies with responsibilities for teacher preparation, certification, professional development, teacher assessment and student assessment to develop a state plan that provides a comprehensive definition for the highly qualified, effective teacher, a system for identifying teachers who meet the comprehensive definition, and a method for determining the equitable distribution of such

teachers. Staff assigned to work with Title II, Part A will organize and direct the work.

This plan is organized around the eight elements of the template developed by the Council of Chief State School Officers (CCSSO). These include:

1. Data Reporting System – The development of a teacher data and reporting system to inform the state on the equitable distribution of teachers.
2. Teacher Preparation – A pipeline of prospective teachers who are prepared to work with all children.
3. Out-of-field teaching – Reduction of out of field teaching and assignment to high poverty schools.
4. Recruitment and retention – Critical mass of qualified, experienced teachers prepared to work in hard to staff schools.
5. Professional Development – Opportunities to strengthen the knowledge and skills of teachers to work with all children.
6. Specialized Knowledge and Skills – Teachers prepared in specialized knowledge and skills to work with all children.
7. Working Conditions – Improvement of the conditions in schools that may lead to a high attrition.
8. Policy Coherence – Improvement of internal processes or state policies that will help with local district equitable distribution.

To date, we have used the template to complete a state inventory of current policies and programs for the eight elements. This inventory is included in this plan as Appendices I-IV, organized by Georgia goal and CCCSO element. What we know from the inventory is that there are many ongoing initiatives and activities for the recruitment, preparation, professional development and retention of teachers being sponsored by a variety of state agencies, but there is not a coordinated effort of data collection to assess the impact of these initiatives or that provides information about teacher qualifications to define effectiveness in addition to their credentials. Specific strategies and measures drawn from the eight elements are elaborated below as they relate to accomplish the five goals that define Georgia's plan for the equitable distribution of highly qualified, effective teachers.

ACCOMPLISHING GOAL 1: DEVELOPMENT OF A DATA AND REPORTING SYSTEM THAT INFORMS THE STATE ON THE AVAILABILITY, ASSIGNMENT AND DISTRIBUTION OF TEACHERS

Georgia has a data and reporting system referred to as HiQ that we use to determine the highly qualified status of teachers in the state. Data provided by the Professional Standards Commission and the Georgia Department of Education provide the analysis of classes taught by highly qualified or not highly qualified teachers. Work with the equity plan will refine the HiQ system to include additional teacher requirements identified in teacher preparation, professional development, recruitment, retention and specialized knowledge and skills. Table 1 below lists the strategies that will be implemented to further develop the existing data and reporting system. Specific strategies identified for a more refined data and reporting system, the steps needed to implement the strategies, the agency(s) and resources required, and a timeline for completion will be developed. We will also add to this list of strategies as needed. For cells containing no information, such as the question whether legislative action is needed, we will have to determine whether such action is needed. Table 2 will be used to determine measures that might be used to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools.

Table 1: Strategies for expanding the existing data and reporting system to correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools. (CCSSO Element 1)

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

				action? (YES/NO)	
1. Produce an annual report of classes not staffed by highly qualified teachers, along with plans for remedy of those circumstances.	1. Plan for 100% Highly Qualified	PSC, DOE, LEA's	1. IT 2. Title II Consultants 3. LEA Data	No	July 2006
2. Produce an annual report of teacher "school-to-school" mobility in Georgia, including identification of schools in NI status or unsafe schools.	2. School Mobility Report	PSC, DOE, LEA's	1. IT 2. PSC Staff	No	July 2006
3. Produce an annual report of teacher salaries and supplements for schools, including identification of schools in NI status or unsafe schools.	3. Salary Study	DOE, PSC, LEA's	1. IT 2. PSC Staff 3. DOE Staff	Perhaps	July 2007
4. Produce an annual report on school working conditions, including identification of schools in NI status or unsafe schools.	4. Working Conditions	DOE, PSC	1. DOE Staff 2. PSC Staff 3. IT	Perhaps	July 2007
5. Produce an annual report on October vacancies, including identification of schools in NI status or unsafe schools.	5. Vacancy Reporting	PSC	1. PSC Staff 2. IT	Perhaps	July 2007

Table 2: Measures to be developed to identify and correct inequities in teacher distribution in high-poverty/high-minority vs. low-poverty/low – minority schools. (CCSSO Element 1)

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?				
Measures Georgia will use to evaluate and publicly report progress:				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
1. Percentage of Schools Staffed with 100% Highly Qualified Teachers (Goal is 100%)	See above	See above	Annual report on website	3 months after data collection
2. Percentage of Teachers Returning to the Same School (Goal is TBD)	See above	See above	Annual report on website	3 months after data collection
3. Average Salary for NI Schools vs. Average Salary for Schools Not NI	See above	See above	Annual report on website	3 months after data collection
4. (Measure related to working conditions needs to be developed)				
5. Students Disenfranchised Due to Vacancies in NI Schools vs. Same Number for Schools Not NI	See above	See above	Annual report on website	3 months after data collection

**ACCOMPLISHING GOAL 2: IDENTIFICATION OF
POLICIES AND PROGRAMS TO INCREASE THE NUMBER
AND AVAILABILITY OF HIGHLY QUALIFIED, EFFECTIVE
TEACHERS
AND
ACCOMPLISHING GOAL 3: DEVELOPMENT OF A
COMPREHENSIVE DEFINITION OF HIGHLY QUALIFIED
EFFECTIVE TEACHERS**

Elements 2-6 of the CCSSO template will be used to identify specific strategies, steps for implementation, responsible agency(ies) and timelines to complete Goals 2 and 3. We will add to this list of strategies as needed. For cells containing no information, such as the question of whether legislative action is needed, we will have to determine whether such action is needed. This process will allow us to select a series of additional highly qualified teacher requirements or indicators to use to develop a scoring system that school districts can use to determine how many of their teachers meet the requirements based on their teaching assignments. Tables 3-6 below outline the strategies to be used to increase the number and availability of highly qualified, effective teachers.

Table 3: Teacher Preparation Strategies to Increase the Number and Availability of Highly Qualified, Effective Teachers. (CCSSO Element 2)

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action? (YES/NO)	Timeline for completion:
Expand HOPE for Teachers Scholarships to	1. Pursue discussions with state legislators	Georgia Student Finance Commission		YES	March 2007

Georgia's Equity Plan for Title II, Part A
June 2006

include second career candidates in non-degree alternative preparation programs	and Georgia Student Finance Commission				
Pursue continuation and expansion of Destination Teaching programs	1. Collaborate with USG BOR personnel in grant program planning	USG BOR (Trish Patterson)		NO	Summer-Fall 2006
Continue and expand NBPTS incentives to teachers		GAPSC (Cyndy Stephens)		? YES, to expand funding	March 2007
Pursue continuation and expansion of Transition to Teaching grants	1. Sponsor a state-wide alternative preparation conference to share best practices/lessons learned, funding strategies, etc. in an effort to promote added participation (for all alternative preparation programs, including Transition to Teaching and Destination Teaching)	GAPSC		NO	June 2007
Expand Future Teacher of America and Teacher Cadet/Youth Apprenticeship programs in high schools throughout the state	1. Distribute information about these programs to LEAs and high school counselors through Title II-A consultants, Title II-A annual conference and other applicable conferences.	1. GAPSC Title II-A consultants/GA DOE 2. GADOE 3. USG BOR and USG institutions		NO	June 2007

Georgia's Equity Plan for Title II, Part A
June 2006

	<ol style="list-style-type: none"> 2. Set up FTA and TC/YA coordination teams to focus developing programs in hard-to-staff, high needs schools, or high needs teaching fields. 3. Use existing partner school/PDS networks to promote FTA and TC/YA programs in high needs schools. 				
Implement Tk20 database at the state level to support one-year internships and GATAPP program assessment, planning and improvement.	<ol style="list-style-type: none"> 1. Train PSC staff on Tk20 for redelivery to program providers 2. Conduct redelivery to program providers 3. Collect data annually on performance of program completers on standards 	1. GAPSC staff		NO	June 2007
Establish a Center for Excellence in Teacher Education at the state level to provide ongoing professional learning opportunities for higher education faculty in conjunction with their school partners and sponsor public forums to discuss teacher quality and	<ol style="list-style-type: none"> 1. Discuss and refine the concept with stakeholders (USG institutions and BOR personnel, GADOE personnel, private IHE faculty, GAPSC staff) 2. Explore 	1. GAPSC in collaboration with USG BOR, GADOE, independent colleges, and GATE	Funding	NO, unless GAPSC establishes the Center	June 2007

Georgia's Equity Plan for Title II, Part A
June 2006

preparation data and issues.	<p>funding source/s</p> <p>3. Publish an annual report on the status of teacher quality in the state of Georgia</p> <p>4. Schedule forums for IHE faculty with GAPSC, GADOE staff to discuss implications of teacher quality related to student achievement data and state school improvement initiatives for preparation program improvements.</p>				
------------------------------	---	--	--	--	--

Table 4: Strategies to be used to Reduce the Incidence of Out-of-Field Teaching in high-poverty, high-minority, and low-performing schools. (CCSSO Element 3)

<p>How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?</p>					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action?	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

Continue ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Title II-A consultants work with LEAs to ensure compliance	GAPSC		No	On-going
Require the use of Title IIA fund for NI or AYP schools	Title II-A consultants work with school districts to ensure compliance	GAPSC		No	On-going
Review proposed Title IIA budgets utilizing standard rubric	Peer reviewers review Comprehensive LEA Improvement Plan that includes the II-A budget	GADOE and Title IIA Consultants serving on review teams		No	On-going
Increase virtual schools funding	Using additional funding, students in rural and small schools register for courses unavailable in their schools.	GADOE		Legislative action required.	Annually
Provide funds for academic coach in NI schools	Identify Master Teachers and select Coaches from this pool if teachers. Train Coaches and place in NI schools	GAPSC and GADOE		Legislative action required to continue.	Annually
Monitor LEA plans and use of funds to increase highly qualified percentages in NI schools.	Title IIA consultants visit all systems with NI schools for LEA use of funds	GAPSC		No	Annually

Table 5: Professional development strategies to strengthen the skills, knowledge, and qualifications of teachers working in high-poverty, low-performing schools. (CCSSO element 5)

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?

Specific strategies Georgia will adopt/Specific steps to implementation:

Strategy(ies):	Steps:	Agency, area, and person(s) responsible	Resources required:	Will initiative require rules, legislative action, and/or	Timeline for completion:
----------------	--------	---	---------------------	---	--------------------------

Georgia's Equity Plan for Title II, Part A
June 2006

		for developing program or policy:		State Board action? (YES/NO)	
1. Develop and implement the Georgia's Teacher Success Model (GTSM), a new teacher assessment program. Identify teaching standards to improve instruction in all Georgia schools.	State Board of Education approved contract with the University of Georgia Research Foundation approved October 2005 to provide project staff. GADOE and GAPSC will adopt a rule acknowledging <u>The Framework</u> as the foundation of teacher preparation and certification program requirements. The new teacher assessment program will be designed to support improved teaching practices through the development of methods, tools, resources, and training for support professionals and for school leaders and for district administrators to assess teaching practice and its impact on student learning.	GADOE GAPSC	Handbook Instrumentation Training and resources Web-based support <u>The Framework</u>	Yes	Ongoing first round implementation 2008
2. Develop and implement the induction standards	See above.	GADOE	Handbook Instrumentation Training	Yes	Ongoing first round implementation 2008

Georgia's Equity Plan for Title II, Part A
June 2006

and a state model for teacher induction within the confines of the Georgia Teacher Success Model (GTSM)					
3. Encourage LEAs to take advantage of the Georgia Staff Development Council's Academy III – Building and Leading Effective Teams	The Georgia Staff Development Council administers program.	Georgia Staff Development Council	LEA funding/support, and SREB materials	No	Annually Ongoing
4. Develop and implement the Georgia Teacher Success Model (GTSM) – Leadership Assessment	State Board of Education approved contract. Under development.	GADOE	Funding Program developed	Yes	2009
5. Implement the Instructional Academic Coach Academy to provide training in research-based practices for instructional coaches to improve teaching quality and student learning. Hire Academic Coaches for middle and high schools designated as “needs improvement” schools.	The State Board of Education contracted with the Oconee Regional Education Services Agency October 2005. Information from participants will inform the design for subsequent Academic Coaches Academy. State will identify areas for improvement. Schools will participate in an application process. Eligible schools will have an opportunity to employ master teachers as	GADOE	Administrative services for management of training, instructional coaches, materials and resource guides	Yes	Ongoing Annually

Georgia's Equity Plan for Title II, Part A
June 2006

	academic coaches. Coaches will work directly with teachers to improve instruction in state targeted areas.				
--	--	--	--	--	--

Table 6: Strategies for developing teachers' specialized knowledge and skills (CCSSO element 6)

<p>How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?</p>					
Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or policy:	Resources required:	Will initiative require rules, legislative action, and/or State Board action? (YES/NO)	Timeline for completion:
Six Step Training to Impact the Performance of Students with Disabilities	School-wide data analyzed Support Systems for targeted students Instructional barriers eliminated Organizational barriers eliminated Action Plan developed Plan effectively implemented	GA DOE/GLRS		No	Began fall 2006
Autism Academy	Greene County to provide professional learning opportunity for all employees	Greene Co. BOE		No	Began fall 2006

Georgia's Equity Plan for Title II, Part A
June 2006

	throughout FY07				
Student Achievement Pyramid of Interventions	School/system develops a tiered intervention system (4 tiers) to assist students	Office of Curriculum and Instruction; Office of Teacher/Student Support		No	On-going
Expanded Reading First Initiative	680 teachers to receive training during the 3 year grant implementation	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds support an extension of the Reading First Initiative; GLRS network provides training		2007
Special Education Teacher Academies	680 teachers to participate during the 3 year grant implementation	Office of Curriculum and Instruction/DES			2007
SIG Student Achievement in the Least Restrictive Environment (SARE) initiative	200 schools (approximately 20% of the schools in Georgia) will participate- Each school commits to 2 years and encompasses administrative issues and instructional issues. School teams deliver the training to their school faculties.	Office of Curriculum and Instruction/DES			2007
SIG Effective Behavioral and Instructional Supports (EBIS) initiative	100 schools (approximately 20% of the schools in Georgia) will participate- school teams receive training over a 2 year period and redeliver to school faculties	Office of Curriculum and Instruction/DES			2007
SIG Reading First and Expanded Reading First	Provides training to K-12 special education teachers in districts using one of two	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007

Georgia's Equity Plan for Title II, Part A
June 2006

	courses: Teaching Struggling Elementary Readers and Teaching Struggling Secondary Readers. In addition, support is provided to literacy coaches of Reading First schools for students with disabilities.				
SIG Expanded Reading First- Deaf/Hard of Hearing Initiative	Provides professional development for teachers of students who are deaf/hard of hearing; currently trainers are equipped to offer course in several regions of the state. DVDs and texts of books are used	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded Reading First- Bureau for Students with Physical and Health Impairments	Series of training activities are offered throughout the year followed by on-site coaching and support	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007
SIG Expanded Reading First- Visual Impairments	Training activities offered to teachers	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded Reading First- Speech/Language	Pilot study is conducted in 9 schools in which speech therapists co-teach in general ed. classes to provide support to high risk students	Office of Curriculum and Instruction/DES	Federal Discretionary IDEA funds		2007
SIG Expanded reading First- Severe Disabilities Academy	Academy offered each year to teachers of severe, moderate, and profound disabilities. Teachers attend training throughout the year. Between training, various levels of support are provided and teachers maintain a video diary	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		2007
SIG Parent Outreach Activities	Two initiatives designed to increase	Office of Curriculum and	Federal State Improvement		Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	partnerships between parents of students with disabilities and educators-Georgia mentor parent website expanded and bi-lingual parent outreach specialist hired in the northern part of the state (Partnering with hall County)	Instruction/DES	Grant funds		
SIG New Special Education Teacher Academies	17 programs within the GLRS network provide academies for new special ed. teachers and their mentor teachers. The teams participate in training sessions spread over several months. Between sessions, teacher and mentor collaborate on specific activities Over the next 2 years, 680 teachers will participate	Office of Curriculum and Instruction/DES	Federal State Improvement Grant funds		Ongoing
Continuous Improvement Monitoring Program plans	All school systems convene a stakeholder committee to develop plans regarding the performance goals for students with disabilities 1/3 of the committee is made up of parents, advocates, or students with disabilities; plans submitted annually; plan must address goal #4	Division of Exceptional Students			2010
Focused Monitoring	Selected systems participate based on system's progress on performance goals	Division of Exceptional Students			Ongoing
Georgia Performance Standards	Rollouts beginning in 2005-06 and continuing though 09	GA DOE			2009
Parent Mentor program	DES has partnered with 59 school systems to increase partnerships	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	between parents of students with disabilities and school system personnel		matched by local school system funds		
District Liaisons (personnel from the DES) to provide contact between local school systems and DOE	Attend regional meetings	Division of Exceptional Students			Ongoing
Georgia Project for Assistive Technology and the Georgia Instructional Materials Center	Funded statewide projects that provide training, support, training, a lending library, and alternative materials at no charge to local school systems as they provide technology or Braille materials	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing
Georgia Behavioral Intervention Program (BIP)	Offers on-going on-site technical assistance, training, and information; will be expanded in FY07 to include a greater focus on training local school system staff on positive behavior supports	Division of Exceptional Students	Federal Discretionary IDEA funds		Ongoing
Georgia Transition Action Plan	Three priority issues addressed: Building commitment, Building Collaboration and Building Recognition- to increase numbers of students with disabilities remaining in school with appropriate transition activities	Division of Exceptional Students			Ongoing
Child Find Activities	Georgia Babies' Can't Wait in partnership with GADOE School system conducts Child Find and evaluation activities to assist in determining if the child has a disability	Division of Exceptional Students			Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

Title I, Part A Cross Functional Monitoring	Selected districts are monitored yearly based on a three year monitoring cycle	Office of Student learning and Achievement, Title 1 Part A Cross Functional Monitoring Team which involves Title 1, Part A; Title V, Part A; Title VI, part B; Homeless; neglected and delinquent; Distinguished Districts and Schools and parent Involvement services	U.S. ED federal monitoring document	No	Yearly between January and may of each year
Title I, Part A self-Assessment Monitoring Checklist	Districts not monitored by the Cross Functional Monitoring team will provide the Title I, part A Unit a completed self-Assessment Checklist	Office of Student learning and Achievement, Title I, part A Office	Title I, Part A Self-Assessment Checklist document	No	Yearly between January and may of each year
Title I Statewide Annual Conference	Districts attend yearly Title I Statewide Conference where technical assistance is provided in the form of workshops	GDOE with coordination of conference by the Title I, part A Office in the Office of Student Learning and Achievement	None	No	June of each year
Title I Parent Services Unit- Parent Café DVD	DVD to be used as a tool for parents and the community as a tool to increase parental involvement in the schools and to provide parents with updated NCLB information	Office of Student Learning and Achievement, Title I parent services Unit	DVD and web access	No	Ongoing
Title I Parent Services Unit Outreach Activities	Districts are provided with brochures, posters that are distributed to LEAs, libraries,	Office of Student Learning and Achievement,	Brochures, posters, TV and radio ads	Yes	Ongoing

Georgia's Equity Plan for Title II, Part A
June 2006

	community centers, local malls, grocery stores, faith based organizations, TV/radio ads in both English and Spanish stations informing the parents and communities on NCLB information	Title I Parent Services Unit			
Title I parent Services Unit Parental Involvement Workshops	Districts and the parental Involvement Committees design policies concerning their students in their local districts	Office of Student Learning and Achievement, Title I Parent Services Unit	Title I Parent Services Unit Staff	No	Ongoing

Tables 7 and 8 outline measures that will be used to evaluate and publicly report progress on Goals 2 and 3.

Table 7: Measures used to evaluate strategies for strengthening the skills, knowledge, and qualifications of teacher already working in high-poverty, low-performing schools. (CCSSO Indicator 5)

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?				
Measures Georgia will use to evaluate and publicly report progress:				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
1. Number of LEAs that choose to implement the Georgia Teacher Success Model (GTSM) program, and increase in student achievement that results	GADOE University of Georgia Research Foundation	State contract with the University of Georgia approved October 2005	Deliverables are outlined in the contract, and include observation documents and methods, self assessment tools, differentiated methodologies defined for evaluation based on a continuum of	Ongoing first round implementation 2008

Georgia's Equity Plan for Title II, Part A
June 2006

			teaching practices and responsibilities, and training materials and methods, web-based support, and training and resources.	
2. Number of LEAs that choose to implement the Induction Component of the Georgia's Teacher Success Model (GTSM) program, and the retention rate for new teachers.	GADOE GAPSC	State contract with the University of Georgia approved October 2005	LEA reports	Ongoing first round implementation 2008
3. Formative and summative assessment of change in practice and evaluation of individual portfolios	Georgia Staff Development Council	LEA funding/support SREB materials	LEA ongoing and annual reports	Ongoing
4. Number of LEAs who choose to implement the Georgia School Standards	GADOE	Training materials and resources	LEA reports	Ongoing Annually
5. Number and utilization of academic coaches, data on the academic performance of students in areas of targeted deficiencies, and evaluation of program effectiveness in a school including Standards Assessment Inventory, Georgia Standards for School Performance, and what works in Schools Survey	GADOE	State contracts and funds available, trainers and materials, resource guides, state and RESA support	LEA reports and data	Ongoing Annually
6. Number of NBPTS assigned to needs improvement schools	GADOE GAPSC	State funding	LEA reports	Annual review

Table 8: Measures used to ensure that teachers have the specialized knowledge and skills needed to be effective with special populations of students. (CCSSO Indicator 6)

<p>How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?</p>				
<p>Measures Georgia will use to evaluate and publicly report progress:</p>				
Measure:	Agency, area, and person(s) responsible for evaluation and reporting:	Resources required:	Means of reporting (e.g., annual report, post on website):	Timeline:
Collaboration between GLRS and local school systems across the state to provide professional development initiatives based on identified prioritized needs designed to improve educators' practices and the performance of students	GLRS- 50 professional staff members across the state	Federal Discretionary IDEA funds	Results are reported annually to the GADOE/DES	
Framework for Assisting Students with Disabilities meet or exceed AYP	GLRS		Results reported to the GADOE/DES the impact that the initiatives had on targeted schools	
Student Achievement in the Least Restrictive Environment	LEA/Schools participating statewide in the initiatives	Federal Discretionary State Improvement Grant funds	Results and data analysis conducted annually to GADOE	
Coursework with Expanded Reading First Initiative- provides instructional strategies to teachers of struggling students		Federal Discretionary IDEA funds	Participants survey	
Teacher Academies	GA DOE/DES	Federal Discretionary State Improvement Grant funds	Participants survey to determine retention rate	

Ethnic Disproportionality in Special Education	GA DOE/DES		System self-assessment; 15% of VI-B federal Special Education funds to be spent on "early intervening" services; system submits plan and budget; system reports to the GADOE the number of students benefiting from early intervening services	
Reporting of test scores by subgroups	GADOE		Annual school report cards in newspapers and websites	Yearly

ACCOMPLISHING GOAL 4: IDENTIFICATION OF INDICATORS FOR CALCULATING THE EQUITABLE TEACHER DISTRIBUTION OF TEACHER QUALIFICATIONS AND ASSIGNMENTS

A series of additional requirements or indicators will be selected to add to the current state definition of highly qualified teachers. Quantitative measures representing the requirements or indicators (e.g. years of experience, training to work in high poverty schools, specialized knowledge and skills, training in the uses of data, additional training as in differentiated instruction) will be selected. A scoring system will be developed to evaluate whether teachers meet the additional highly qualified requirements and to determine how many of the requirements are met.

The HiQ data and reporting system will be refined to calculate the highly qualified status of teachers including the additional requirements. A profile with characteristics of high and poverty schools matched with types of teacher assignment needs will be developed. School districts will use their school profiles to make decisions about their teaching assignment needs.

Table 9: Strategies for identifying and improving working conditions in high-poverty/low-performing schools. (CCSSO Element 7)

Specific strategies Georgia will adopt/Specific steps to implementation:					
Strategy(ies):	Steps:	Agency, area, and person(s) responsible for developing program or	Resources required:	Will initiative require rules, legislative	Timeline for completion:

Georgia's Equity Plan for Title II, Part A
June 2006

		policy:		action, and/or State Board action? (YES/NO)	
1. 1. Collect data on supply, demand, and utilization of educators and survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools.					
1.1. GA Educator Workforce Status Report is issued annually.	PSC	Staff	No	No	On-going
1.2. A statewide system for collecting data on teacher qualifications, assignment, and disparities among high poverty and other schools has been developed and is being refined.	PSC	Data reports from DOE and certification information	No	No	On-going
1.3. Georgia BellSouth Quality Learning and Teaching Environments Initiative – survey working conditions data has been collected for 10 pilot districts.	Board of Regents	Bellsouth grant funds	No	No	On-going
2. Strengthen leadership, particularly in low-performing schools.					
2.1. A Task Force has been organized and is meeting to redesign educational leadership preparation programs and certification rules. Preparation rules are expected to be adopted in fall 2006 and programs are to be redesigned by mid-2007.	Redesign leadership preparation standards and pass rules. Redesign leadership programs and gain approval. Begin new	Professional Standards Commission IHEs PSC PSC	State and federal funds	Yes (PSC)	2006-07

Georgia's Equity Plan for Title II, Part A
June 2006

	<p>leadership programs</p> <p>Develop certification rules</p> <p>Develop advanced degree requirements.</p>				
<p>2.2. High Performing Principals legislation became law in 2006. GaDOE is developing state rules to implement law that would provide financial incentives to high performing secondary principals to relocate to NI schools.</p>	<p>Develop rule for high performing principals to implement law that would provide financial incentives to high performing secondary principals to relocate to NI schools.</p>	BOE	State funds	Yes (DOE)	2007
<p>2.3. Georgia Leadership Institute for School Improvement (GLISI) provides training to school districts seeking to develop effective SIPs and provides leadership training to current administrators.</p>	<p>2.3 GLISI module development and training</p>	GLISI	State and grant funds	No	On-going
<p>2.4. Master Teacher and Instructional Coaches legislation became law in 2005. The Master Teacher program has been developed and the first teachers are applying in summer of 2006. Instructional Coaches will be hired by fall 2006.</p>	<p>2.4 Master Teacher plan approved and applications submitted Academic coach plan developed and coaches selected</p>	PSC DOE	State funds	Yes (PSC, DOE)	2006
<p>2.5. The Georgia Department of Education (GaDOE) School Improvement Division in the Office of Teacher and Student Support. is implementing strategies to assist teachers to teach the new state curriculum (GPS) and to assist teachers in NI</p>	<p>2.5 School Improvement materials and resources available to all schools; personnel and intensive training to NI schools</p>	DOE	State and federal funds	No	On-going

Georgia's Equity Plan for Title II, Part A
June 2006

schools in becoming more effective.					
3. Increase funding for education and reduce disparities in resources across schools and districts by allocating state funds according to need.					
3.1. School Improvement Collaborative direction of resources and personnel to high needs schools.	3.1 School Improvement Division provides support, including personnel, specialized training, and on-site reviews and analysis to schools, districts, with concentrated support to NI schools	DOE	State and federal funds	No	On-going
3.2. Governor's Education Finance Task Force - 23 member task force appointed in August, 2004 is meeting and will issue recommendations for legislation to be introduced in the 2007 or 2008 legislative session.	3.2 Task Force recommendations; Funding formula changed	Governor and legislature	State funds	Yes	2007-08?
3.3. Consortium for Adequate School Funding law suit against the state alleging underfunding of low wealth districts is moving through the courts.	3.3 Funding formula law suit	Courts	State funds	Yes	??
4. Improve working conditions by enhancing opportunities for professional learning for all teachers and reducing disparities in teacher training, experience, and assignments across districts, socioeconomic levels and racial lines, and reducing class size.					

Georgia's Equity Plan for Title II, Part A
June 2006

4.1. Master Teacher and Academic Coach law passed in 2005. (See 2.4)	4.1 (See 2.4)				
4.2. Law that ties pay incentives for National Board certification to assignment to high needs schools passed in 2005.	4.2 Assign NBPTS teachers to NI schools	Local school districts	N/A		Beginning July 2006
4.3. A Board of Regents Plan was adopted in January 2005 that requires BOR institutions to double the numbers and diversity of teachers prepared by member institutions by 2010.	4.3 Each BOR institution develops plan to implement double diversity/double # of teachers requirement and make annual reports of progress	BOR and institutions	N/A		Annually after 2005
4.4. Changes in certification renewal requirements effective in 2006 require renewal to be a part of a professional development plan that aligns with SIPs	4.4 Educators have 5 year professional development plans tied to SIP.	LEAs	N/A		On-going
4.5. Laws and GA BOE rules have called for reduced class sizes (although it was put on 'hold' for 3 preceding years due to budget issues.)	4.5 Implement class size requirements	DOE and LEAs	State funds		2007
4.6. Approved mentors are assigned to work with teachers who are entering the profession through alternate routes.	4.6 Mentors trained and internships approved by PSC, if required. Alternative prep teachers progress through program with adequate support.	PSC and LEAs	State funds		2006 and later

Table 10: Measures to be used to evaluate strategies related to the improvement of working conditions in high-poverty/low-performing schools (CCSSO Element 7)

D. Measures Georgia will use to evaluate and publicly report progress:				
Measure	Agency, area, and person(s) responsible for evaluation and reporting	Resources required	Means of reporting (e.g., annual report, post on website)	Timeline
1.1 Report published.	PSC	Staff and publication costs	Annual report posted on website and printed	Annually
1.2 HiQ data reports	PSC	Staff	Reports for districts, state report cards.	Annually
1.3 QLTE survey	BOR	Grant funds		
2.1 Rules adopted and programs developed.	PSC		Reports of completers	2006-07
2.2 High performing principals recruited and assigned	DOE	State funds		
2.3 GLISI training	GLISI	State and Grant funds	Website reports	On-going
2.4 Master teachers and Instructional Coaches selected and hired.	PSC and DOE	State funds		Fall 2006
2.5 School Improvement activities	DOE, GSA	State and federal funds	Test Score reports and State Report Card	Annually
3.1 (See 2.5)				
3.2 Increased and more equitable distribution of education funds.	Legislature	State funds	Budgets	
3.3 Increased and more equitable distribution of education funds.	Courts	State funds	Budgets	
4.1 (See 2.4)				
4.2 Number of NBPTS teachers in NI schools	School districts and DOE		CPI report	2006 and later

4.3 Annual benchmarks to meeting goal	BOR and state institutions			2005-2010
4.4 Applications for renewal meet requirements	LEAs and PSC		Certification reporting	On-going
4.5 Class sizes will comply with the law and state BOE rules annually	LEAs	State funds	State reports	Annually
4.6 Mentors available	PSC, IHEs, RESAs and LEAs	State funds	PSC reports	On-going

ACCOMPLISHING GOAL 5: USING THE DATA AND REPORTING SYSTEM TO HELP SCHOOL DISTRICTS ACHIEVE EQUITABLE DISTRIBUTION OF TEACHERS

The HiQ data and reporting system will indicate whether teachers assigned to specific classes and specific schools are highly qualified for their particular assignments. School districts will use the HiQ data to analyze whether teachers are assigned according to their qualifications and experience and make adjustments as needed.

As the Department of Education Student Information System becomes operational, HiQ will be redesigned to assess teacher performance using achievement data that is provided in the developed student information system, with the increased teacher requirements.

School systems will use a more comprehensive definition of highly qualified than is currently used, and the state will use the definition to determine if school systems are meeting the NCLB highly qualified teacher requirements.

Table 11: Strategies for addressing processes and policies that may inadvertently contribute to local staffing inequities (CCSSO Element 8)

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?

Specific strategies Georgia will adopt

Proposed Initiatives		Draft Proposal: Georgia Professional Standards Commission Division of Educator Workforce Research and Development Task Force for Effective School Staffing. The purpose of this task force will be to develop a plan to recruit and retain the highest quality educators in Georgia Public Schools
----------------------	--	---

Georgia's Equity Plan for Title II, Part A
June 2006

		<p>2007-2017. Included in this plan will be the following initiatives:</p> <ul style="list-style-type: none"> • The placement of ten Rhodes Scholars as Teacher Recruitment Specialists in ten of the sixteen Regional Education Service Agencies to target recruitment of teachers with emphasis upon high needs/low performing schools • Decentralize state level assistance to local school superintendents for local recruitment • Establishment of the Consummate Professional Project: Georgia Teaching Force with the slogan "An Honor to Teach Here." This project will provide the opportunity for candidates to gain experience in hard to staff schools and receive introductory training through a pre-induction process. • Establishment of a Teacher Retention Incentive Program targeting "hard to staff schools." This program will provide new teachers a \$3,000 signing bonus with a commitment for two years. At the end of the two years, there will be another \$3,000 performance-based bonus with an additional commitment of two years. At the end of the second two years there will be another performance-based bonus of \$4,000 with the commitment of becoming a "teacher-leader". Teachers may move to another "hard to staff" school and still receive the incentives as long as they remain on this career path. • Teacher Incentive Grants for veteran teachers to provide stipends based upon recommendations and quality assessment performance results. At the end of five years a teacher may receive an initial \$5,000 stipend with an additional \$5,000 stipend at the end of the eighth year. • The establishment of a Policy Review Group to work with local systems and Boards of Education to revamp policies for transfer, reassignment and hiring in high needs/low performing schools to ensure equitable distribution of highly qualified teachers. • Establishment of "Move On In and Teach in Georgia." This initiative will target out-of-state recruiting for high needs/low performing schools and will provide a 25% annual increase relative to the number of positions available in the state. • Establishment of the Critical Shortage Content Area Initiative to target high needs core content areas for "hard to staff" schools.
Facilitate acquisition of additional professional learning to add core content areas to certification and to increase teacher content knowledge.		<p>The Professional Standards Commission provided Darton College a Title IIA grant to offer on-line math and science courses to special education teachers throughout Georgia. To date, approximately one thousand teachers have taken advantage of these courses in order to add areas of concentration in core academic content to their certification.</p> <p>Valdosta State University was provided a Title IIA Grant to develop on-line courses for special education teachers in reading and math. Five math and five reading courses will be offered through Valdosta State University during the summer of 2006. The courses will also be available to colleges and universities, Regional Education Service Agencies (RESAs), and other teacher training providers in Georgia.</p> <p>Teacher Support Specialist (TSS) Program provides training to selected teachers who have proven ability to affect student achievement to be trained as mentor teachers. The professional Standards Commission provides train-</p>

Georgia's Equity Plan for Title II, Part A
June 2006

		<p>the-trainer programs for mentors based on the interactive mentor modules developed by the PSC and eSchool, ACTV. The training modules and a TSS Resource Manual outline eleven state standards for candidates and the Professional Standards Commission monitors program providers throughout Georgia. Mentoring programs assist in training effective teachers and retaining induction teachers in low performing schools.</p> <p>http://www.gapsc.com/nclb/TSS/TSS%20WEBSITE/index.htm</p>
--	--	---

STEPS AND ACTIONS TO TAKE

All work will be coordinated by the Title II A staff. Technical staff from the Professional Standards Commission, the Georgia Board of Education, the Office of Student Achievement and the Board of Regents will be called on as needed. Timelines for completion will be set with the input by the Professional Standards Commission and the State Board of Education. Project 2003 will be used as the planning tool.

Step 1: Completion and agreement on the inventory of policies and programs that Georgia is doing.

Agreement will be sought from the Committee on Quality Teaching. This is a statewide committee with representatives from all the state agencies with responsibilities for education including the Department of Early Childhood and Learning, the Professional Standards Commission, the Department of Education, Board of Regents, Office of Student Achievement, State Board of Education, and Regional Education Service Agencies.

Step 2: Completion and agreement on strategies that Georgia will adopt to provide preparation, professional development, recruitment and retention and the measures that will be used for public reporting. Using the Georgia Framework for Teaching, (See www.gapsc.com) as its guidance, the Title II A staff will coordinate the work. Agencies listed above will be asked to consider and agree on the strategies and potential measures that can be used.

Step 3: Focus groups throughout the state coordinated by the Title II A staff to seek input from teachers on the development of a comprehensive definition of the highly qualified teacher.

Step 4: Completion and formal agreement on a more comprehensive state definition for the highly qualified teacher. Agreement will be sought from the Professional Standards Commission, the Board of Education and the Board of Regents.

Step 5: Selection of indicators that represent teacher quality.

Step 6: Development of codes matched to content and a scale used to evaluate teacher quality. Title II A staff will work with assessment staff of the Professional Standards Commission, Department of Education and the Office of Student Achievement to develop a scale and a spreadsheet format that can be used to evaluate the teachers' quality.

Step 7: Further refinement of the HiQ software and changes in the Department of Education's CPI software, both of which are currently used to determine highly qualified teacher status in Georgia. This work will be completed by the Professional Standards Commission and the Department of Education.

Step 8: Arrange for the use of school profiles, available from the Department of Education's work with School Improvement for all schools in the state. Title II A will make these arrangements.

Step 9: Provide statewide access to HiQ so that school districts can enter their teacher data and use their school profile to predict teacher quality needed for the school and use to make teacher assignments for classes accordingly.

Step 10: Develop a method to compare school profile with teacher assignments and teacher quality.

Step 11: Incorporate the data collected on the comprehensive definition of the highly qualified teacher into the annual state reporting.

Step 12: Analyze the data for each district to determine the equitable distribution of teachers

Step 13: Run pilot data to test the software and train the Title II A staff, consultants, and school district personnel

Step 14: Run data to set a baseline

Step 15: Put into operation

APPENDIX 1: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOAL 1

Goal 1: Development of a data and reporting system that informs the state on the qualifications, availability, assignments, performance in the classroom, and distribution of teachers.

Element 1: Data and Reporting Systems

How is the state planning to develop the teacher data and reporting systems needed to identify and correct inequities in teacher distribution in high-poverty/high-minority schools vs. low-poverty/low-minority schools?

Inventory of current policies and programs

Potential state strategies:	State's role:	What Georgia is already doing:
1. Collect and report data on teacher turnover and projected teacher shortages	Build systems, inform	Collect Job Assignment Data (CPI from DOE) Maintain Certification Database Maintain Teacher Testing Database Match the above three items in the HiQ Program for NCLB
2. Collect and report data on teacher salaries by school to identify intra-district funding inequities (i.e., concentrations of inexperienced, lower-paid teachers in high-poverty, high-minority schools)	Build systems, inform	<ul style="list-style-type: none"> • Collect Teacher Annual Salary Data (CPI from DOE) • Tabulations of School Salary Comparisons have never been done by the PSC before
3. Develop district- and school-level databases to analyze teacher distribution patterns	Build systems, inform	School-to-school mobility patterns have been tabulated by the PSC Workforce Research Division, but the report is out of date and needs to be done again (and annually).
4. Develop electronic teacher data systems to provide current data on teacher certificates held and ensure that all teachers are properly credentialed in the subjects they are assigned to teach	Build systems, inform	The HiQ Program mentioned in row 1 provides such data at this time.
5. Develop state teacher data systems that allow teacher qualifications to be linked to student achievement	Build systems, inform	LEA examples from Middle GA RESA and from school district " Data Rooms " may have some relevance here. More investigation is needed. Georgia's new SIS system will provide links between teacher identifier and student achievement results. These

Georgia's Equity Plan for Title II, Part A
June 2006

		need to be linked to certification and testing attributes.
6. Collect and report school-level data on working conditions associated with high teacher turnover	Build systems, inform	(To be formulated after consulting with DOE.)
7. Evaluate and report the impact of teacher reforms to assess their strengths and weaknesses and make mid-course corrections	Inform	<ul style="list-style-type: none"> • Teacher Success Model - Now being piloted, not ready for evaluation • PRISM - Evaluation should be available for this project • Middle Grade certification reform should be evaluated in terms of out of field teaching, compared to 2000 condition. • Paraprofessional certification - from no information to "highly qualified" reporting • UNSAT reporting - Poor teacher performance may lead to certification denial if not remediated. This policy appears to be working but needs strengthening through a rule change.

APPENDIX 2: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOALS 2 AND 3

Goal 2: Identification of policies and programs to increase the number and availability of highly qualified, effective teachers

Goal 3: Development of a comprehensive definition of highly qualified, effective teachers.

Element 2: Teacher Preparation

How is the state planning to build a pipeline of prospective teachers for high-poverty, low-performing schools?		
Inventory of current policies and programs		
Potential State strategies:	State's role:	What Georgia is already doing:
1. Establish college scholarships, loans, and loan forgiveness programs to channel prospective teachers toward schools that have difficulty attracting sufficient numbers of qualified teachers	Provide funding	<p>HOPE Promise Teacher Scholarship HOPE for Teachers service cancelable loans</p> <p>Destination Teaching Scholarship/Service Cancelable Loan Program - The goal of this program is to increase the number and diversity of teachers working in high needs schools in Georgia. Scholarship money is available to cover summer tuition, fees and books.</p> <p>Career Opportunities for Paraprofessional Educators (COPE) program supports Paraprofessionals working in eligible school districts that are pursuing initial certification. The program is collaboration between Valdosta State University and regional community and technical colleges, RESAs and public school partners. The program packages financial support using HOPE scholarships and loans and the Destination Teaching service cancelable loans.</p> <p>Georgia NBPTS candidate loans available to teachers who seek National Board Certification and need financial assistance to pay NBPTS fees. To qualify for the loan the teacher must be working in a NI-designated school for two or more consecutive years while pursuing NBPTS certification.</p> <p>Atlanta Public Schools/Georgia State University program through PRISM - Urban Teacher Recruitment/Retention Initiative (UTRRI) will provide financial support for the candidates that have been recruited by the Atlanta Preparing Leaders for Urban Schools APLUS program (APS), an urban teacher recruitment program that will train mid-career professionals to teach in urban classrooms.</p>

<p>2. Create additional incentive programs to attract teachers to high-poverty, low-performing schools</p>	<p>Provide funding</p>	<p>Transition to Teaching grants:</p> <ul style="list-style-type: none"> a. Georgia PSC "Reach to Teach" - Focuses on attracting, preparing, supporting and retaining teachers in critical fields for eligible high needs schools in Georgia. Teachers enroll in an alternative preparation program (GATAPP) and are assigned NBCT mentors for a period of three years. http://www.reachtoteachinggeorgia.com/default2.aspx?page=Home Overview http://www.ed.gov/programs/transitionteach/index.html b. DeKalb County School System – Focuses on recruitment, training, mentoring, and retention of mid-career professionals as teachers in high-need subject areas. A culturally diverse group of participants is trained through a local alternative preparation program and is mentored by site based mentors as well as an Itinerate Teacher Support Specialist. c. Valdosta State University – Focuses on increasing the number and diversity of students admitted into teacher preparation programs, to increase the number and diversity of teachers prepared through alternative preparation programs, and to increase the number and diversity of teachers hired, inducted, and retained by high-need schools systems. d. University of Georgia – An alternative preparation and professional development program focused on recruiting and retaining bilingual parent liaisons, Paraprofessionals and mid-career professionals in other fields to teach English Language Learners. e. University of Georgia – Special Education Training on the Web: Certification, Undergraduate and Mentoring Program (SPECTRUM) – An alternative preparation program that targets Paraprofessionals, mid-career changers and recent college graduates for preparation as special education teachers committed to teaching in high-need school systems. <p>National Board Certified teachers receive a 10% state base salary supplement if they are teaching in a school on the state's NI list or transfer to a school on the list after obtaining National Board Certification.</p>
<p>3. Establish grow-your-own programs to encourage middle and high school students to pursue teaching careers in high-need schools</p>	<p>Provide funding</p>	<p>PAGE and Phi Delta Kappa co-sponsor Future Educators of America programs in Georgia high schools.</p> <p>Teacher Cadet/Youth Apprenticeship programs in Georgia high schools allows completers who enroll in teacher preparation programs after high school graduation to receive 3-semester hour course credits at participating universities.</p> <p>Columbus State's Future Teachers Academy is a component of its Partner School Network with Muscogee County, Phoenix City, and Harris County school systems</p>
<p>4. Expand and support high-quality alternative route programs</p>	<p>Regulatory, policy changes, provide funding</p>	<p>PSC's Georgia Teacher Alternative Preparation Program (GATAPP) is a classroom-based alternative teacher preparation option that prepares teachers over a two-year period while employed as a teacher on a non-renewable Intern certificate. Program providers include institutions of higher education, RESAs and school systems.</p> <p>Georgia PSC Test-based option provides an alternative route to certification through testing (Praxis I, II and PLT) and an approved one-year supervised internship. A data management system (Tk20 Campus Tools) supports the</p>

		<p>performance assessment of candidates with participating RESA program providers.</p> <p>Destination Teaching programs for Paraprofessionals and other career changers are offered at Albany State, Armstrong Atlantic State University, Georgia Southern University, Georgia State University, Georgia Southwestern State University and Valdosta State University. The goal of this program is to increase the number and diversity of teachers working in high needs schools in Georgia. Prospective teachers are prepared through alternative preparation programs and hired to teach in a high need school district for at least three years.</p> <p>Ten new preparation programs being developed in the state, including three programs at colleges that moved recently from 2-year to 4-year status, seven others, including private colleges coming into the state, and a MAT in Art and Design at the Savannah College of Art and Design.</p> <p>Teach for America program is offered by Agnes Scott College to serve the Atlanta area. http://www.teachforamerica.org/supporters_atlanta.html</p> <p>Armstrong Atlantic State University's Teacher Certification Project (TCP) is offered in partnership with Georgia Public Broadcasting's Education Services Division and The Learning House to prepare special education teachers using distance learning technologies.</p> <p>Non-degree, post-baccalaureate programs and master's degree initial preparation programs are offered by several colleges and universities in Georgia.</p>
5. Create charter colleges of education	Build systems	Berry College's BellSouth grant to establish a charter college of education
6. Preparation program reform to better prepare more highly qualified teachers to effectively work with diverse student populations	State-led initiatives, provide funding	<p>State agencies (GAPSC, USG BOR, GADOE) collaborate to improve preparation, induction, and professional development programs so beginning teachers are prepared to work in varied school contexts and to differentiate instruction to improve achievement of all students. This is accomplished through the following:</p> <ul style="list-style-type: none"> - standards-based approach in P-12 curriculum, educator preparation and school improvement - USG P-16 initiative and BOR Principles for the Preparation of Educators for Work in Schools - USG Double the Number-Double the Diversity initiative - PRISM NSF-funded state grant (USG and GADOE) to prepare teachers and support professional learning to enhance teachers' ability to teach students to high levels and close achievement gaps in math and science at all levels (P-16) - USG institution Partner School and PDS/PDD initiatives focused on addressing achievement gaps and improving learning in low-performing schools <p>Georgia PSC revised special education preparation rules to meet NCLB requirements. Preparation programs in the state are revising programs to comply with the new state rules.</p>

Element 3: Out-of-Field Teaching

How is the state planning to reduce the incidence of out-of-field teaching (particularly in mathematics, science, special education, and bilingual education/English as a Second Language) in high-poverty, high-minority, and low-performing schools?

Inventory of current policies and programs

Potential state strategies:	State's role:	What Georgia is already doing:
1. Discourage or ban the hiring of out-of-field teachers in high-poverty, low-performing schools	Regulatory	<p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p>
2. Establish scholarships, loans, and forgivable loans to channel teachers of hard-to-fill subjects toward high-need schools	Provide funding	<p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>Troops to Teachers Program – Troops to Teachers Program is a joint effort between the U.S. Department of Education and the Department of Defense. The purpose of the program is to assist eligible men and women who have served the nation as members of the Armed Forces and are now seeking second careers as teachers in America's public schools. Eligible service members may receive federal funding to help them meet state certification requirements as teachers and for agreeing to teach in high needs schools. Troops to Teachers Candidates must meet the same certification requirements that any other teacher must meet. The Troops to Teachers Program does however provide financial assistance to eligible individuals in the form of a stipend of up to \$5000 to help pay teacher certification costs or a bonus of up to \$10,000 for teaching in a high needs school.</p>

Georgia's Equity Plan for Title II, Part A
June 2006

3. Create targeted teacher preparation programs	Build systems, provide funding	<p>LEA Targeted Teacher Preparation - Several Georgia schools systems are utilizing Title IIA funds to send Paraprofessionals back to school to complete programs of study for teacher preparation. Cherokee County School District is an excellent example with 75Paraprofessionals involved in the initiative. The State approves Title IIA funds to LEAs based upon local need having alignment to appropriate actions and effectiveness plans.</p> <p>Traditional Preparation Program Expansion – The Georgia Board of Regents in May of 2006 approved Bachelor of Science in Education program for Gordon College with a major in early childhood education. According to a 2004 report by the Georgia Professional Standards Commission, early childhood education is one of the top three shortage areas in the field of education, based upon the number of provisional teaching certificates issued by the Commission. The geographic area served by Gordon College includes four fast-growing suburban counties in south metro Atlanta – Henry, Fayette, Clayton and Spalding counties. This new degree program will help meet the needs of this region for early childhood teachers. The program will be initiated during the 2007 calendar year.</p>
4. Expand alternative route programs to allow individuals with relevant training in hard-to-fill subjects to enter the profession	Build systems	<p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximate 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Permit Certification - Georgia Permits are alternative certificates allowing performing artists, retired teachers and native foreign language speakers to teach in Georgia classrooms and selected business/professional leaders to serve in Superintendent positions based on their rich expertise. Permitted teachers are required to be "highly qualified" in academic content subjects if scheduled as the teacher of record. The State's Role is technical assistance and regulatory.</p>
5. Work in partnership with institutions of higher education to train already licensed teachers to become	Build systems	<p>Math Science Partnership (MSP) Title II, Part B</p> <p>The Mathematics and Science Partnership (MSP) program strives to improve teacher quality through partnerships between state education agencies, institutions of higher education, high-need local education agencies, and schools to increase the academic achievement of students in mathematics and science. Other partners may include public charter schools, businesses, and nonprofit or</p>

Georgia's Equity Plan for Title II, Part A

June 2006

certified in high-need subject areas		<p>for-profit organizations of demonstrated effectiveness in improving the quality of mathematics and science teachers. The MSP program is a formula grant program to the states, with the size of individual state awards based on student population and poverty rates. With these funds, Georgia is responsible for administering a grant competition in which grants are made to partnerships to improve the content knowledge and teaching skills of 4th-12th grade mathematics and science teachers. This program supports the partnerships of at least one Georgia high-need school district or consortium (such as a RESA) and at least one institution of higher education department of science, mathematics, and/or engineering. Proposals for year 3 funding consideration submitted in response to the Request for Proposals (RFP) were received at the GADOE on March 31, 2006. The proposals were read and rated by an external review committee in mid April. Funding recommendations were taken to the SBOE on May 11, 2006. In total, the GADOE funded 37 projects for program year 3, which will impact teachers and students in 85 school systems in Georgia. The GADOE awarded a total of \$5,041,728 to 37 MSP projects in May, 2006 for work that will be done during FY2007. The State's role is funding and technical assistance.</p> <p>Technical Assistance for Institutions of Higher Learning -The State is currently working with all Georgia institutions of higher learning to providing guidance for the modification of educational programs to meet the candidate completion requirements for teacher to be highly qualified upon graduation. All State institutions with approved programs of educational preparation must meet Georgia's timeline and standards as prescribed by NCLB and the reauthorization of IDEA. All Georgia programs for educational preparation must have approved programs operational by July 1, 2006. The State's role is technical assistance and regulatory.</p>
6. Create a state job bank targeted to districts that experience the greatest difficulty competing for teachers of hard-to-fill subjects	Build systems	<p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p>
7. Establish formal arrangements that enable districts to recruit and hire qualified international teachers of hard-to-fill subjects and specializations	Regulatory	<p>INTERNATIONAL EXCHANGE - The International Exchange Certificate is available to non-U.S. citizens with teaching credentials and experience in their native country who wish to come to Georgia to teach for up to 3 years. Candidates must provide a "foreign credentials report" to verify equivalent of a U.S. bachelor's degree and have employment. Application for certificate must come from employing school system. The State's role is technical assistance and regulatory.</p>
8. Disseminate information about other federal, state, or local initiatives	Inform	<p>State Sponsored Job Fairs - TeachGeorgia conducts annual Georgia teacher job fairs allowing school systems through out Georgia to participate. This exciting event is typically held at convenient location often on a collaborating college or university campus. The event is open to all educators who hold</p>

Georgia's Equity Plan for Title II, Part A

June 2006

intended to reduce out-of-field teaching in hard-to-staff schools		<p>professional certification (Georgia or out-of-state) including new graduates of college and university teacher preparation programs. Individuals who have satisfied ALL eligibility requirements for a Non-Renewable Teaching Certificate are also eligible to attend. There is no fee for teacher candidates to participate in the recruitment fair. The TeachGeorgia web site is also available for announcing regional and local system job fairs in Georgia. The State's role is communication and technical assistance.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p>
9. Create financial incentives to help districts attract teachers of hard-to-fill subjects to high-need schools	Provide funding	<p>National Board for Professional Teaching Standards (NBPTS) - The Georgia Professional Standards Commission (PSC) manages pre-payment of fees to NBPTS from funds acquired from the NBPTS candidate subsidy funds, Georgia legislative appropriations, and funds acquired from private sources. Candidates who wish to be considered for prepayment of fees to NBPTS through state or state-managed funds must meet the PSC screening procedures and eligibility requirements by the deadlines and as specified at the PSC website. The law indicates two conditions under which benefits are available to candidates to NBPTS or achievers of NBCT:</p> <ul style="list-style-type: none"> • If, at the time of official candidacy to NBPTS the educator is teaching fulltime in a "High-needs" school (after March of 2005) s/he may be eligible to apply for prepayment of fees to NBPTS from state or state-managed funds upon meeting the screening criteria specified by the Professional Standards Commission PSC* or apply for reimbursement of personally paid initial application fees upon achieving NBCT. Achievers will receive a 10% of state base salary supplement for the life of the NBCT certificate and subsequent renewals; even if the school in which they were employed fulltime at the time of initial application to NBPTS is no longer "High-needs." • Or, a fulltime educator who moves to a professional position in a "High-needs" school after attaining NBCT is eligible for the salary incentives for the life of the NBCT certificate and subsequent renewals, even if the designated "High-needs" school's status changes after the initial year of the NBCT's employment. The educator who moves to a "High-needs school" after attaining NBCT is not eligible for reimbursement of personally paid initial application fees. <p>The State's role is funding and technical assistance.</p>
10. Expand the use of distance learning to	Build capacity	<p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through</p>

Georgia's Equity Plan for Title II, Part A

June 2006

<p>permit student access to qualified teachers in other schools</p>		<p>out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p>
<p>11. Require and fund mentoring and induction for teachers of hard-to-fill subjects in low-performing schools</p>	<p>Provide funding</p>	<p>Special Education Teacher Academies (SIG) - The Georgia SIG supports mentoring academies for new special education teachers. The GLRS network provides this training component. New special education teachers are matched with mentor teachers and both professionals participate in several training sessions. The specific content of the regional academies is determined locally, but usually they include effective instructional strategies, due process procedures (e.g., developing IEPs), and effective behavioral interventions. In virtually all of the initiatives, a major focus is providing supports to students with disabilities who are educated in general education environments. As more students with disabilities are educated in general education environments, the percentage of teachers who are considered highly qualified will increase per instructional segment. In previous years, participants in the former iteration of the mentoring academies have reported an intention to stay in the field of special education at a higher rate (both mentor and new teachers) than the actual retention rate for special education teachers statewide. During the 2005-2006 school year, 313 teachers from across the state have participated in the mentoring academies. Those participants will be surveyed during the fall of 2006 and then again during the fall of 2007 to determine the retention rate of those special education teachers compared to the retention rate statewide for special education teachers. Georgia role is programmatic and technical assistance.</p>
<p>12. Target intensive professional development to out-of-field teachers in high-poverty, low-performing schools</p>	<p>Build capacity</p>	<p>Georgia Department of Education, School Improvement Division - On July 1, 2003, the Georgia Department of Education (GADOE) created the School Improvement Division in the Office of Teacher and Student Support. The goal is to design and implement a coherent and sustained statewide system of support and process for improvement, providing local education agencies (local school systems, herein referred to as LEAs) and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP). The School Improvement Division will work collaboratively with Georgia's Regional Education Service Agencies (RESAs) to support LEAs with schools not making AYP. Five Regional Support Teams, including School Improvement, Title I and Curriculum and Instruction GADOE personnel, RESA</p>

		<p>School Improvement Specialists, Professional Standards Commission Title IIA Regional Staff, GLRS Regional Representatives, Education Technology Training Center Regional Representatives, and College and University Representatives have been formed to provide regional support and improvement process training across the state. The School Improvement Division has prioritized statewide support by analyzing school performance and reform efforts. Schools in Needs Improvement Years 1-7 receive the support of a GADOE Leadership Facilitator (on-site coach). The School Improvement Division and RESAs will identify Regional Support Team members and distinguished K-12 educators to serve all schools having made AYP only one year and who need targeted assistance to make Adequate Yearly Progress another year to be removed from Needs Improvement status. The School Improvement Division will offer the following Continuum of Services to LEAs/schools in Georgia:</p> <ul style="list-style-type: none"> ○ Analysis & Planning Provides tools for collecting and analyzing qualitative and quantitative data, guidance for analyzing causes and establishing improvement priorities, and a model for action planning and matching needs to resources. ○ Collaborative Implementation: Develop an online resource guide of research-based programs and strategies, serve as a broker of programs and interventions to facilitate goal attainment, and provide technical assistance with implementation. ○ Professional Learning: Coordinates programs to build LEA/school capacity, broker services to facilitate training and development, and guide implementation of national professional development standards. ○ Quality Assurance: Disaggregate/analyze outcomes & policies, report impact on student achievement, provide guidelines for program evaluation, & recommend action. ○ Leader Quality: Provides focused leadership training and development to support the Georgia Performance Standards implementation, provide guidance and ongoing support for GADOE Leadership Facilitators, and coordinate the systematic use of SREB Leadership Modules targeting standards-based education and research-based school improvement priorities. ○ Secondary Redesign: The School Improvement Division's Secondary Redesign Unit serves to improve student achievement and increase graduation rates by facilitating the implementation of research-based best practices. <p>Department of Education Targets Science - "DOING SCIENCE, NOT VIEWING SCIENCE": Georgia's new curriculum in science is more rigorous, more focused and has put a premium on having our students "doing science, not viewing science." The new curriculum promotes more hands-on learning and a deeper understanding of science in each grade. This past school year, the Georgia Department of Education placed 16 master science educators in the field to work with teachers in the classroom. The science implementation specialists</p>
--	--	--

		<p>worked with teachers in over 30 school districts on rolling out the new curriculum, using best practices in the classroom and individualizing instruction using data and other methods. The roll-out of Georgia's new curriculum includes intensive training of all science teachers. Additionally, the state is taking advantage of federal money to improve teacher training in science, as well as math. One program, the Math Science Partnership, teams local schools with the state's colleges and universities to improve teaching strategies. The Math Science Partnership is now working with over 80 districts throughout Georgia. It is important for students, parents and the community to understand the importance of science and math. The Partnership for Reform in Science and Mathematics -- or PRISM -- has created an awareness campaign built around the slogan "math + science = success." PRISM is also working with schools around the state on professional learning for teachers.</p> <p>Title II, Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Regional Educational Service Agencies (RESAs) A RESA is a regional educational service agency established to provide shared services to improve the effectiveness of educational programs and services of local school systems and to provide direct instructional programs to selected public school students. Georgia is geographically divided into 16 RESAs with the State and schools systems collaborating for funding and needed activities based upon an annual regional needs analysis. RESAs work closely with the Georgia Department of Education, institutions of higher education, and numerous other entities to work with all member school systems, both those meeting AYP and those not meeting AYP. RESAs provide necessary training leading to teacher endorsements in ESOL, gifted, and reading. Trainings are often provided to schools where test results indicate children of poverty need their teachers to have additional pedagogical training for this special group of learners. RESAs also serve to assist teachers in building their content knowledge and understanding of academic content areas of math, science, English, social studies and foreign language.</p> <p>The Georgia Learning Resources System (GLRS) acts as the professional development arm for the Division for Exceptional Students. The GLRS network is comprised of 17 regional centers that collaborate with local school systems to provide ongoing professional development initiatives that are designed to improve educators' practices and the performance of students. As a condition for funding, each GLRS must collaborate with local school systems to identify priority needs for improvement. They must then work with those school systems to develop professional development initiatives, inclusive of ongoing support during implementation, which will be evaluated on the impact that the initiative had on adults' practices and students' performance. The results of the initiatives are reported annually to the Georgia DOE/Division for Exceptional Students. There are approximately 50 professional staff members (not all full-time) that work for GLRS across the state. Each GLRS implements initiatives that are locally designed as well as implementing initiatives that are outlined by the</p>
--	--	--

		<p>Georgia Department of Education.</p> <p>GLRS – Framework for Assisting Students with Disabilities Meet or Exceed AYP. Each GLRS employs the equivalent of a half-term person to provide training and support to schools that are facing the challenges of meeting AYP for the students with disabilities subgroup. Each GLRS conducting an initial training that lasted 1 ½ days for teams from local schools in which they conducted a quantitative and qualitative analysis to determine the strengths of the school and the barriers that can prevent students with disabilities from making AYP. The GLRS then partners with specific schools to implement actions that will assist the school overcome their barriers. The first priority was to focus on assisting schools that had not made AYP due, in part, to the performance of students with disabilities. A secondary priority was to collaborate with schools that were in danger of not meeting AYP in the future due to the performance of students with disabilities. During August of 2006, each GLRS will report to the Georgia DOE/Division for Exceptional Students the impact that the initiatives had on their target schools.</p> <p>In addition to partnering with specific schools, the GLRS personnel provide support to Leadership Facilitators, employees of the Georgia Department of Education who provide on-site leadership and coaching to schools who are have a Needs Improvement designation.</p> <p>Georgia State Improvement Grant (SIG) – The United States Department of Education/Office of Special Education Programs provides an opportunity for State Departments of Education to apply for a competitive grant to improve the performance of students with and without disabilities. The grant is designed to provide funding for personnel development activities that ultimately have an impact on student performance. The Georgia DOE/Division for Exceptional Students has been awarded two grants. The first grant was initiated in 1999 and concluded in 2004. The second Georgia State Improvement Grant (Georgia SIG) was awarded in 2004 and will continue through 2007. The Georgia DOE partners with sub-grantees in order to implement the professional development initiatives of the Georgia SIG. A description of several activities, including outcomes of the initiatives, is included below:</p> <p>Student Achievement in the Least Restrictive Environment (SALRE) - In 2000, Georgia was second from the lowest, compared to states from across the country, in the percentage of students with disabilities who receive 80% of their instruction in general education classes. Since that time, the first Georgia SIG and now the second Georgia SIG has supported the Student Achievement in the Least Restrictive Environment initiative. School systems commit every one of their schools to participate in a two-year training initiative. Teams from each school participate in training that includes instructional components (e.g., co-teaching, differentiation) and administrative components (e.g., scheduling the building and the impact on state funding). At this point, approximately 400 schools have participated in this initiative. (Regions of the state that have traditionally educated more students in “pull out” special education classes have been targeted for inclusion in this project.) Even schools that are not in the initiative have focused on including more students with disabilities in the general education environment. The results of this movement are evident. Across the state, Georgia has progressed from approximately 36% of students with disabilities participating in general education settings for at least 80% of the school day to approximately 54% of students with disabilities receiving at least 80% of their instruction in general education settings. That has moved Georgia</p>
--	--	--

		<p>from near the bottom of the list, when compared to other states, to the middle of the pack. During the same time period, and in concert with the expectations of the No Child Left Behind legislation, students with disabilities are participating in the general education curriculum and the statewide assessments at unprecedented rates. The performance for students with disabilities on those assessments has consistently progressed over the last few years.</p> <p>The impact on the SALRE initiative has also been evaluated for those schools that have participated in the two-year initiative compared to schools statewide. During the summer of 2005, an analysis was conducted to determine the percentage of schools from the project that had made AYP. Of the 247 schools that had been involved in the initiative at that time, 83% of the schools made AYP. Statewide, 78% of schools made AYP. The comparison group of "statewide" schools included those schools that were in the project. Therefore, the comparison group consisted of approximately 2000 schools across the state, 247 of which were in the SALRE initiative. If the participating schools were removed from the comparison group, which was not possible at the time, the rate in making AYP would be even larger between participating and non-participating, comparison schools.</p> <p>The analysis also reviewed the performance of middle and high schools that were in the state. There were 97 middle and high schools (total) that had participated in the initiative at that time. Fifty-seven percent of the participating middle and high schools made AYP when compared to 52% of middle and high schools statewide who made AYP. (The same comparison group was used as was described earlier.)</p> <p>The SALRE initiative has continued since that analysis has been completed. In addition to the 247 schools, an additional 172 schools are participating in the SALRE initiative. The initial data reveals that a higher percentage of students with disabilities in those systems are receiving at least 80% of their education in general education settings. A cohort analysis is currently being conducted to determine the academic achievement of students with and without disabilities who have been in participating schools for multiple years compared to students who have been enrolled in non-participating comparison schools for multiple years. That data is not yet available. During the 2006-2007 school year, one of the largest school systems in Georgia will join the SALRE initiative. Therefore, over 100 additional schools will benefit from the SALRE initiative.</p> <p>It is obvious that the SALRE initiative has enabled more schools to educate more students with disabilities in general education classes. The states of Georgia, and the participating schools, have made tremendous progress in the educational placement of students with disabilities. In addition, schools who have participated in the progress are making AYP at a higher rate than non-participating schools. When more students with disabilities are educated in general education classes, a larger majority of the teachers are considered highly qualified.</p> <p>SIG – Expanded Reading First – The Georgia SIG also supports the Expanded Reading First project which is a complimentary project to Georgia's Reading First initiative. The GLRS sites provide two courses to general and special education teachers and other personnel, <i>Teaching Struggling Elementary Readers</i> and <i>Teaching Struggling Secondary Readers</i>. These courses are between 30-50 contact hours and provide instructional strategies to teachers of students who struggle with reading, both students with and without disabilities.</p>
--	--	---

		<p>The elementary course focuses on emerging literacy while the secondary course (including middle school) focuses on providing instruction in the content areas that increases students' literacy skills. This course has been provided for two years. Data from the 2005-2006 school year are provided here. During this school year, 491 participants received the training. Eighty-six percent of the participants rated the training as either "good" or "excellent." The participants were also asked to rate their progress in professional knowledge as a result of the courses. This data reveals that teachers grew in their knowledge and professional practices in providing effective reading instruction. The teachers were also asked to rate the change that was seen in their students' learning behaviors. The data reveal that as a result of their growth in effective instructional practices, students exhibited more effective learning behaviors in reading.</p> <p>Georgia's Academic Coach Program - The Academic Coach Program will provide for the employment of an Academic Coach at a public school based on the teaching and learning needs identified in the school improvement plan. Teachers who exhibit excellence in the classroom and who have achieved Master Teacher certification will have the opportunity to advance in their career and contribute to the development of other teachers as they work to improve academic performance of students in their school. An individual school must apply through its school district. The district must submit one complete District Application and attach a School Application for <u>each</u> school seeking funding under the Academic Coach program. The local school superintendent must sign the District Application and the local school principal must sign the School Application. Schools submitting application directly to the Georgia Department of Education will not be considered for funding. A local school desiring the expertise and competency of an Academic Coach must have a school improvement plan. The Georgia Department of Education (GDOE) advocates for a planning process and implementation plan that drives school decisions and promotes whole school improvement. The GDOE Division of School Improvement has developed a the <i>School Improvement Fieldbook - A Guide to Advancing Student Achievement in Georgia Schools</i> which provides guidance as to the process and action planning formats for improvement planning to meet specified student achievement goals (See http://www.doe.k12.ga.us/documents/support/improvement/si_gspr_2005.pdf). School Improvement Plans will include specific measures of achievement including specific goals in the content area identified as a target for the Academic Coach. Student achievement data will include, but is not limited to CRCT, GHSGT, or EOCT scores. Ongoing programs and initiatives that may also effect student achievement will be noted for each participating school. The Georgia Academic Coach Program funded by the 2006 General Assembly begins school year 2006-2007.</p>
13. Upgrade inadequate laboratories and equipment in high-poverty schools	Provide funding	
14. Reduce the incidence of		<p>English to Speakers of Other Languages (ESOL) - ESOL is a state funded instructional program for eligible English Language Learners (ELLs) in grades</p>

<p>out-of-field ESOL</p>		<p>K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program. It provides eligible Local Education Agencies (LEAs) sub-grants to provide supplemental services for ELLs. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment to the exit level.</p> <p>The ESOL Program is transitioning from a discrete skills curriculum to a standards-based curriculum emphasizing language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. To reach this standard, it is critical that instructional approaches, both in ESOL and general education classes accommodate the needs of Georgia's linguistically and culturally diverse student and parent populations. To the extent practicable, it is appropriate to use the home language as a means of facilitating instruction for English language learners and communication with their parents.</p> <p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p>
------------------------------	--	--

15. Reduce the incidence of out-of-field Math and Science		<p>Georgia Youth Science Technology Center (GYSTC) - Founded in 1989 the Georgia Youth Science and Technology, Inc. (GYSTC) is private nonprofit educational organization designed to increase interest and enthusiasm in science and mathematics and the technologies, particularly among elementary and middle school teachers and students. Georgia's 13 geographically divided regional centers provide staff development workshop and programs for teachers as well as assemblies, activities, and camps for students. The programs for each center are aligned with the regional math, science and technology needs of the area.</p> <p>Department of Education Targets Science - "DOING SCIENCE, NOT VIEWING SCIENCE": Georgia's new curriculum in science is more rigorous, more focused and has put a premium on having our students "doing science, not viewing science." The new curriculum promotes more hands-on learning and a deeper understanding of science in each grade. This past school year, the Georgia Department of Education placed 16 master science educators in the field to work with teachers in the classroom. The science implementation specialists worked with teachers in over 30 school districts on rolling out the new curriculum, using best practices in the classroom and individualizing instruction using data and other methods. The roll-out of Georgia's new curriculum includes intensive training of all science teachers. Additionally, the state is taking advantage of federal money to improve teacher training in science, as well as math. One program, the Math Science Partnership, teams local schools with the state's colleges and universities to improve teaching strategies. The Math Science Partnership is now working with over 80 districts throughout Georgia. It is important for students, parents and the community to understand the importance of science and math. The Partnership for Reform in Science and Mathematics -- or PRISM -- has created an awareness campaign built around the slogan "math + science = success." PRISM is also working with schools around the state on professional learning for teachers.</p> <p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximate 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities,</p>

		<p>behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – TeachGeorgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification, certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and "highly qualified" in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p>
--	--	--

<p>16. Reduce the incidence of out-of-field special education</p>		<p>Title I School Employment Restriction - Beginning school year 2003-2004 Georgia has not allowed the employment of non-highly qualified teachers in high poverty schools. Many of these schools were also categorized as low performing. The State's role is communication and regulatory.</p> <p>Teacher Alternative Preparation Programs (TAPP) - The Georgia Professional Standards Commission has approved 18 Teacher Alternative Preparation Programs (TAPP) with an expected enrollment of approximate 1000 new candidates for the 2006-2007 school year. Candidates are required to demonstrate content proficiency, be approved for employment by a Georgia public school system, and agree to participate in the program for a minimum of two years before acceptance to TAPP. The program to date has recommended _____ candidates for certification with many in the critical fields of special education, science, and mathematics.</p> <p>Special Education Training on the WEB (SETWEB Initial Certification) The University of Georgia began a program of studying 2001 for individuals who hold a bachelor's degree and seek initial certification in interrelated special education. Interrelated special education encompasses learning disabilities, behavior disorders, and mild intellectual disabilities. SETWEB Initial Certification is designed for teachers holding some type of non-renewable professional certificate, Paraprofessionals, and others interested in getting certified in interrelated special education. Since the first SETWEB students began their studies in summer 2000, more than 275 have been recommended for certification in interrelated special education. The State's role is technical assistance and regulatory.</p> <p>Helping Outstanding Pupils Educationally (HOPE) — is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by The Georgia Lottery for Education, which also funds Georgia's statewide pre-kindergarten program. Since the HOPE Program began in 1993, over \$2.7 billion in HOPE funds have been awarded to more than 850,000 students attending Georgia's colleges, universities, and technical colleges.</p> <p>Georgia HOPE Grant - Darton College with approval and guidance of the Georgia Professional Standards Commission developed eight on-line math, science, and literature courses to assist special education teacher to establish academic content concentrations in these critical areas. The Georgia HOPE Grant was utilized to assist teachers with expenses for tuition and books for these classes.</p> <p>TeachGeorgia – Teach Georgia is Georgia's official educator recruitment clearinghouse, and is a vital component of Georgia's strategic plan for all students to have access to highly qualified instruction. TeachGeorgia collaborates with both public and private sectors to unite the recruitment and retention efforts of Georgia's schools. The "Job Search" feature provides an at-a-glance, statewide vacancies through out the Georgia. The "On-line Application" feature allows job seekers to submit applications to school systems statewide. The "G-Mail" component notified applicants electronically when a school system posts a job that matches the applicant's customized profile.</p> <p>Title II Part A Guidance/Resources - The Georgia Professional Standards Commission provides easy to access information at www.gapsc.com for educators and potential educators pertaining to routes to certification,</p>
---	--	---

		<p>certification status, approved programs of study, alternative programs, educator testing, and guidance/ resources pertaining to Title IIA and “highly qualified” in Georgia. The Georgia Department of Education in collaboration with the Georgia Professional Standards Commission also provide a team of consultants that work directly with all 181 Georgia LEAs providing technical support and monitoring for Title IIA standards.</p> <p>Georgia Virtual School Program - Georgia Virtual School Program (www.GAVirtualSchool.org) offers students seventy-five courses online through out the State. Students can take an entire course, from any internet connected computer, available 24 hours a day, seven days a week. Georgia provides funding and manages state-wide programming. Georgia's Virtual Schools Program will be expanded for FY07 due to an additional \$800,000.00 approved by the Georgia General Assembly. Georgia role is funding, technical and instructional support</p> <p>Special Education Teacher Academies (SIG) - The Georgia SIG supports mentoring academies for new special education teachers. The GLRS network provides this training component. New special education teachers are matched with mentor teachers and both professionals participate in several training sessions. The specific content of the regional academies is determined locally, but usually they include effective instructional strategies, due process procedures (e.g., developing IEPs), and effective behavioral interventions. In virtually all of the initiatives, a major focus is providing supports to students with disabilities who are educated in general education environments. As more students with disabilities are educated in general education environments, the percentage of teachers who are considered highly qualified will increase per instructional segment. In previous years, participants in the former iteration of the mentoring academies have reported an intention to stay in the field of special education at a higher rate (both mentor and new teachers) than the actual retention rate for special education teachers statewide. During the 2005-2006 school year, 313 teachers from across the state have participated in the mentoring academies. Those participants will be surveyed during the fall of 2006 and then again during the fall of 2007 to determine the retention rate of those special education teachers compared to the retention rate statewide for special education teachers. Georgia role is programmatic and technical assistance.</p> <p>GLRS – Framework for Assisting Students with Disabilities Meet or Exceed AYP. Each GLRS employs the equivalent of a half-term person to provide training and support to schools that are facing the challenges of meeting AYP for the students with disabilities subgroup. Each GLRS conducting an initial training that lasted 1 ½ days for teams from local schools in which they conducted a quantitative and qualitative analysis to determine the strengths of the school and the barriers that can prevent students with disabilities from making AYP. The GLRS then partners with specific schools to implement actions that will assist the school overcome their barriers. The first priority was to focus on assisting schools that had not made AYP due, in part, to the performance of students with disabilities. A secondary priority was to collaborate with schools that were in danger of not meeting AYP in the future due to the performance of students with disabilities. During August of 2006, each GLRS will report to the Georgia DOE/Division for Exceptional Students the impact that the initiatives had on their target schools.</p> <p>In addition to partnering with specific schools, the GLRS personnel provide support to Leadership Facilitators, employees of the Georgia Department of Education who provide on-site leadership and coaching to schools who are have</p>
--	--	---

		<p>a Needs Improvement designation.</p> <p>Georgia State Improvement Grant (SIG) – The United States Department of Education/Office of Special Education Programs provides an opportunity for State Departments of Education to apply for a competitive grant to improve the performance of students with and without disabilities. The grant is designed to provide funding for personnel development activities that ultimately have an impact on student performance. The Georgia DOE/Division for Exceptional Students has been awarded two grants. The first grant was initiated in 1999 and concluded in 2004. The second Georgia State Improvement Grant (Georgia SIG) was awarded in 2004 and will continue through 2007. The Georgia DOE partners with sub-grantees in order to implement the professional development initiatives of the Georgia SIG. A description of several activities, including outcomes of the initiatives, is included below:</p> <p>Student Achievement in the Least Restrictive Environment (SALRE) - In 2000, Georgia was second from the lowest, compared to states from across the country, in the percentage of students with disabilities who receive 80% of their instruction in general education classes. Since that time, the first Georgia SIG and now the second Georgia SIG has supported the Student Achievement in the Least Restrictive Environment initiative. School systems commit every one of their schools to participate in a two-year training initiative. Teams from each school participate in training that includes instructional components (e.g., co-teaching, differentiation) and administrative components (e.g., scheduling the building and the impact on state funding). At this point, approximately 400 schools have participated in this initiative. (Regions of the state that have traditionally educated more students in “pull out” special education classes have been targeted for inclusion in this project.) Even schools that are not in the initiative have focused on including more students with disabilities in the general education environment. The results of this movement are evident. Across the state, Georgia has progressed from approximately 36% of students with disabilities participating in general education settings for at least 80% of the school day to approximately 54% of students with disabilities receiving at least 80% of their instruction in general education settings. That has moved Georgia from near the bottom of the list, when compared to other states, to the middle of the pack. During the same time period, and in concert with the expectations of the No Child Left Behind legislation, students with disabilities are participating in the general education curriculum and the statewide assessments at unprecedented rates. The performance for students with disabilities on those assessments has consistently progressed over the last few years.</p> <p>The impact on the SALRE initiative has also been evaluated for those schools that have participated in the two-year initiative compared to schools statewide. During the summer of 2005, an analysis was conducted to determine the percentage of schools from the project that had made AYP. Of the 247 schools that had been involved in the initiative at that time, 83% of the schools made AYP. Statewide, 78% of schools made AYP. The comparison group of “statewide” schools included those schools that were in the project. Therefore, the comparison group consisted of approximately 2000 schools across the state, 247 of which were in the SALRE initiative. If the participating schools were removed from the comparison group, which was not possible at the time, the rate in making AYP would be even larger between participating and non-participating, comparison schools.</p> <p>The analysis also reviewed the performance of middle and high schools that</p>
--	--	--

		<p>were in the state. There were 97 middle and high schools (total) that had participated in the initiative at that time. Fifty-seven percent of the participating middle and high schools made AYP when compared to 52% of middle and high schools statewide who made AYP. (The same comparison group was used as was described earlier.)</p> <p>The SALRE initiative has continued since that analysis has been completed. In addition to the 247 schools, an additional 172 schools are participating in the SALRE initiative. The initial data reveals that a higher percentage of students with disabilities in those systems are receiving at least 80% of their education in general education settings. A cohort analysis is currently being conducted to determine the academic achievement of students with and without disabilities who have been in participating schools for multiple years compared to students who have been enrolled in non-participating comparison schools for multiple years. That data is not yet available. During the 2006-2007 school year, one of the largest school systems in Georgia will join the SALRE initiative. Therefore, over 100 additional schools will benefit from the SALRE initiative.</p> <p>It is obvious that the SALRE initiative has enabled more schools to educate more students with disabilities in general education classes. The states of Georgia, and the participating schools, have made tremendous progress in the educational placement of students with disabilities. In addition, schools who have participated in the progress are making AYP at a higher rate than non-participating schools. When more students with disabilities are educated in general education classes, a larger majority of the teachers are considered highly qualified.</p> <p>SIG – Expanded Reading First – The Georgia SIG also supports the Expanded Reading First project which is a complimentary project to Georgia's Reading First initiative. The GLRS sites provide two courses to general and special education teachers and other personnel, <i>Teaching Struggling Elementary Readers</i> and <i>Teaching Struggling Secondary Readers</i>. These courses are between 30-50 contact hours and provide instructional strategies to teachers of students who struggle with reading, both students with and without disabilities. The elementary course focuses on emerging literacy while the secondary course (including middle school) focuses on providing instruction in the content areas that increases students' literacy skills. This course has been provided for two years. Data from the 2005-2006 school year are provided here. During this school year, 491 participants received the training. Eighty-six percent of the participants rated the training as either "good" or "excellent." The participants were also asked to rate their progress in professional knowledge as a result of the courses. This data reveals that teachers grew in their knowledge and professional practices in providing effective reading instruction. The teachers were also asked to rate the change that was seen in their students' learning behaviors. The data reveal that as a result of their growth in effective instructional practices, students exhibited more effective learning behaviors in reading.</p>
--	--	--

Element 4: Recruiting and Retention of Experienced Teachers

How is the state planning to build a critical mass of qualified, <i>experienced</i> teachers willing to work in hard-to-staff schools?		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Create programs to recruit accomplished teachers to serve on teams to assist low-performing schools	Provide funding, build capacity	NBCT recruited for needs improvement and high needs schools by prepayment or reimbursement of fees and 10% of state base salary supplement for the 10 years of the valid NBCT certificate. (556 candidates in NI schools awaiting Nov 06 scores.)
2. Create incentives to attract and retain accomplished teachers in hard-to-staff schools	Provide funding, build capacity	Low/no interest loans on new and redevelopment construction; down payment assistance; service payback loans to teachers: DCA and PSC sponsor housing information sessions and fairs in LEAs; partner with LEAs, Chambers of Commerce and local governments; banking and real estate community in each locale. Troops to teachers? (Georgia is 2 nd in the nation for actual production into the classroom from military service.)
3. Experiment with new forms of teacher compensation that reward teachers willing to take on more challenging assignments	Provide funding	(New certifications?) Proposal to be announced after June 15 th .
4. Structure National Board Certified Teacher stipends to encourage or require NBCTs to work in high-need schools	Regulatory	See #1
5. Rehire retired teachers and principals specifically to work in high-need schools	Provide funding, build capacity	Retired teachers and principals are encouraged to work in high needs school. Salary as teacher/principal does not reduce retirement benefits.
6. SWOT Local System Staffing Analysis and Facilitator Training Program for Improved Educator Recruitment and Retention		PSC assists local systems and areas to identify hiring strengths, weaknesses, opportunities and threats to staffing and to strategically plan for long-range recruitment and retention of a highly qualified teacher workforce. 50 LEA SWOT Analyses, six Regional SWOT Facilitator Training.

Element 5: Professional Development

How is the state planning to strengthen the skills, knowledge, and qualifications of teachers already working in high-poverty, low-performing schools?		
Inventory of current policies and programs		
Potential state strategies:	Potential state strategies:	Potential state strategies:
1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools	1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools	1.Target additional state funding for teacher mentoring and induction to hard-to-staff schools
2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools	2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools	2.Develop statewide teacher coaching programs to assist teachers in the lowest-performing schools
3.Target statewide professional development to under-prepared teachers	3.Target statewide professional development to under-prepared teachers	3.Target statewide professional development to under-prepared teachers

Element 6: Specialized Knowledge and Skills

How is the state planning to ensure that teachers have the specialized knowledge and skills they need to be effective with the populations of students typically served in high-poverty, low-performing schools (including Native American students, English language learners, and other students at risk)?		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Develop professional development and training materials for teachers	Build capacity	Student Achievement Pyramid of Interventions Standards 4 Diversity Disproportionality data GLRS Network

Georgia's Equity Plan for Title II, Part A
June 2006

2. Establish certification requirements for cultural competence for teachers	Regulatory	Exceptional Child course requirements
3. Support and fund grow-your-own programs for teachers or Paraprofessionals from the community	Build systems, provide funding	<p>Stipends for ESOL and special ed. teachers</p> <p>Tuition reimbursement for regular ed. teachers to get special ed. certification (e.g. McDuffie County)</p> <p>Tuition reimbursement for Paraprofessionals to pursue teaching degrees- e.g. Walton County, Lumpkin County, Greene County</p> <p>Bill under consideration (HB561) to expand HOPE for Teachers scholarships to include second career candidates</p> <p>HOPE Promise Teacher Scholarships</p> <p>HOPE for Teachers service cancelable loans</p> <p>State Superintendent's Student Advisory Council formed to discuss issues involving low performing schools, cultural diversity, etc.</p> <p>Special Education teacher Academies to increase the percent of effective special ed. teachers who remain in the field (680 teachers in the state to participate)</p>
4. Require all teacher training institutions to prepare teachers to work with diverse groups of students	Regulatory	<p>Training all teachers for gifted endorsement (Savannah-Chatham) Other systems offer tuition reimbursement</p> <p>Teachers with TSS endorsement all trained with Ruby Payne (Chatham Co.)</p> <p>Highly Qualified requirement for all teachers, including special education teachers</p>
5. Require teachers to participate in professional development designed to improve their ability to teach diverse learners effectively.	Regulatory, build capacity	<p>Requiring teachers to complete 10 hours training for teaching children of poverty with additional on-site visits (Bibb Co.)</p> <p>Carol Tomlinson information included in all GPS trainings regarding differentiated instruction</p> <p>21st Century Learning Center Grants (14 school systems in 2004-05)</p> <p>Charles Stewart Mott foundation grants for effective ASP (?)</p> <p>Webcasts on GPB in cooperation with GADOE to deliver high quality ESOL workshops</p> <p>Expanded Reading First initiative (2040 teachers in the state to receive training)</p> <p>Student Achievement in the Least Restrictive Environment initiative- 400 schools in the state</p> <p>Effective Behavioral and Instructional Supports initiative- 100 schools in the state</p> <p>GPS Rollout</p> <p>GPS and Students with the Most Significant Cognitive Disabilities</p> <p>Georgia Learning Resources System- 17 centers strategically located around the state</p> <p>Functional Behavioral Assessments, data analysis, and positive, proactive interventions provided by Georgia Behavioral intervention Program- offered to local school systems- approx. 1000 students have been served.</p> <p>Framework for Impacting the Achievement of Students with Disabilities</p>
6. Require state or district mentoring and	Regulatory, build systems,	<p>New Directors' Academy for new and experienced directors of special education</p> <p>State Improvement Grant (SIG)-5 major initiatives to support professional development for administrators, general ed. teachers, special ed. teachers, and</p>

Georgia's Equity Plan for Title II, Part A
June 2006

induction programs for new teachers to include instruction in the teaching of diverse learners.	build capacity	parents New Special education teacher Academies
--	-------------------	--

APPENDIX 3: INVENTORY OF CURRENT POLICIES AND PROGRAMS AND ADDRESS GOAL 4

Goal 4: Identification of indicators for calculating the equitable teacher distribution of teacher qualifications and assignments.

Element 7: Working Conditions

How is the state planning to improve the conditions in hard-to-staff schools that contribute to excessively high rates of teacher turnover?		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Collect data on supply, demand, and assignment of educators and survey teachers to identify and correct conditions that contribute to staffing shortages in certain schools.	Collect data	<p>1.1 GA Educator Workforce Status Report is issued annually and available at the PSC - http://www.gapsc.com/Workforce.asp.</p> <p>1.2 A statewide system (HiQ) for collecting data on teacher qualifications and assignments has been developed.</p> <p>1.3 Georgia BellSouth Quality Learning and Teaching Environments Initiative grant surveyed teachers and administrators in 11 districts regarding working conditions in 2005.</p>
2. Strengthen leadership, particularly in low-performing schools	Regulatory; Building capacity	<p>2.1 A Task Force has been organized and is meeting to redesign educational leadership preparation programs and / certification rules.</p> <p>2.2 High Performing Principals legislation became law in 2006 and will be implemented by DOE.</p> <p>2.3 Georgia Leadership Institute for School Improvement (GLISI), a partnership devoted to the success of Georgia's educational leaders in meeting elevated expectations for student achievement and school performance has been in operation since March 2002.</p> <p>2.4 Master Teacher and Instructional Coaches legislation became law in 2005. PSC developed requirements for master teacher and DOE is developing rules for instructional coach.</p> <p>2.5 On July 1, 2003, the Georgia Department of Education (GADOE) created the School Improvement Division in the Office of Teacher and Student Support. The goal is to design and implement a coherent and sustained statewide system of support and a process for improvement. These activities are providing local education agencies and schools in Georgia with tools and resources as well as intensive support for schools not making Adequate Yearly Progress (AYP).</p>

Georgia's Equity Plan for Title II, Part A
June 2006

3. Increase funding for education and reduce disparities in resources across schools and districts by allocating state funds according to need	Building capacity; Provide funding	<p>The School Improvement Collaborative, under the direction of the GADOE provides assistance to NI schools including Leadership Facilitators, Science Coaches, intensive data analysis training, and a required on-site review of needs (GA School Performance Review) which provides data for SIPs.</p> <p>3.2 The Governor's Education Finance Task Force, a 23 member committee appointed in August, 2004 was asked by the Governor to consider: (A) What could be done to bolster QBE in the short run and what interim steps could be recommended for improvement? (B) Recommendations on the best possible funding formula that is <u>transparent</u>, <u>simple</u>, and ensures <u>all children have access</u> to an excellent education for investing in education excellence.</p> <p>3.3 The Consortium for Adequate School Funding, a group of 51 school districts, most with small property tax bases, have filed a law suit against the state alleging under-funding of all educational programs, with low wealth districts bearing a disproportionate level of under-funding..</p>
4. Improve working conditions by enhancing opportunities for professional learning for all teachers and reducing disparities in teacher training, experience, and assignments across districts, socioeconomic levels and racial lines, and reducing class sizes,.	Build capacity & systems; Regulatory; and Provide funding	<p>4.1 Master Teacher and Academic Coach law passed in 2005. (See 2.4)</p> <p>4.2 A law that ties pay incentives for National Board certification to assignment to high needs schools passed in 2005 should result in more equity.</p> <p>4.3 A Board of Regents Plan was adopted in January 2005 that require BOR institutions to double the <i>numbers</i> and <i>diversity</i> of teachers prepared by member institutions by 2010.</p> <p>4.4 Changes in PSC certification renewal requirements effective in 2006 that require renewal to be a part of a professional development plan that aligns with SIPs. Certification rules have also been revised to eliminate out of field teaching for any portion of the day.</p> <p>4.5 Laws and GA BOE rules have called for reduced class sizes (although it was put on 'hold' for 3 preceding years due to budget issues.)</p> <p>4.6 New teachers have opportunity to work with mentors and a PSC approved internship is required for teachers who enter the profession via alternate routes.</p>

APPENDIX 4: INVENTORY OF CURRENT POLICIES AND PROGRAMS THAT ADDRESS GOAL 5

Goal 5: Using the data and reporting system to help school districts achieve an equitable distribution of teachers

Element 8: Policy Coherence

How is the state planning to improve internal processes or revise state policies that may inadvertently contribute to local staffing inequities?		
Inventory of current policies and programs		
Potential state strategies:	State's role:	What Georgia is already doing:
1. Reduce time required to process teacher certification applications	Build systems	<p>PSC Rule 505-2-.15 Certification By Interstate Reciprocity Georgia is an active member of the National Association of State Directors of Teacher Education and Teacher Certification (NASCTEC) and has signed the Interstate Agreement with all other states and jurisdictions for all certificate types: teacher, administrator, support and vocational. An applicant for certification in Georgia who holds or has held a professional certificate issued by another state, the District of Columbia, a U.S. territory, the Department of Defense Education (DoDEA), or the National Board for Professional Teaching Standards (NBPTS), will be eligible for a Clear, Renewable Professional Georgia certificate if the applicant</p> <ul style="list-style-type: none"> • Holds an out-of-state certificate that indicates the candidate has met all course requirements • Holds a bachelors degree or higher unless Georgia does not require a degree for a comparable certificate type • Meets or exempts all applicable special Georgia requirements as outlined in PSC Rule 505-2-.20. <p>This expedites the certification process for out-of-state applicants. http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp</p> <p>The Georgia Professional Standards Commission revised its internal process to reduce the time required to add a new teaching field to a teacher's certificate under certain conditions. As of March 17, 2006 the PSC Certification Section will post a new teaching field to a teacher's level 4 or above Clear Renewable certificate whenever a passing test score for that new field is received electronically (from the test provider) at the PSC with no application or other paperwork required from the teacher.</p>
2. Ensure that state testing policies and systems of rewards and sanctions do not inadvertently drive	Build systems, provide funding	Georgia's Awards for School Performance recognizes schools that are making the greatest improvements in student achievement as well as schools that have a high level of student achievement. Awards are earned by schools not only having the highest percentage of students meeting and exceeding standards of performance, but also by schools

Georgia's Equity Plan for Title II, Part A

June 2006

<p>teachers and principals away from schools that serve the lowest-achieving students</p>		<p>showing the greatest gain in the percentage of students meeting and exceeding standards of performance. The Governor's Office of Student Achievement, www.osa.org.</p> <p>Georgia Code 20-2-212.2 requires a teacher must be in a NI-designated school at the time of NBPTS certification and remain in that school after it comes off the NI list (or transfer to a school that is on the NI list) in order to receive the 10% state base salary supplement during the validity period of NBPTS certification. Prior to this change in legislation in 2005, NBPTS certified teachers in any school were eligible to receive the 10% state base salary supplement.</p> <p>The Troops to Teachers Program offers military personnel coursework and assistance in meeting the same certification requirements that any other teacher in Georgia must meet. The Troops to Teachers Program provides financial assistance to eligible individuals in the form of a stipend of up to \$5000 to help pay teacher certification costs or a bonus of up to \$10,000 for teaching in a high needs school. http://www.tttga.net/</p> <p>The 2006 Georgia General Assembly appropriated funds to provide for the employment of an Academic Coach at a public school based on the teaching and learning needs identified in the school improvement plan. Funds will be awarded to schools based on a grant application process with priority given to schools who demonstrate documented evidence of need of improvement in the identified state target areas. An academic coach supported by the state grant must be certified as a Georgia Master Teacher. http://public.doe.k12.ga.us/tss_teacher.aspx</p> <p>Georgia encourages local systems to pursue innovative strategies to provide effective teachers and administrators to schools with low performance. As an example of how school systems in Georgia may respond, DeKalb County Public School System is planning to host a job fair specifically to attract and retain effective teachers to work in schools which have been identified as NI schools for 3+ years. The system plans to use Title I and Title II-A funds to provide signing bonuses to teachers who have a proven record of student achievement with otherwise low achieving students to come to these schools and annual bonuses to all teachers at the schools who increase student achievement in their classrooms.</p> <p>2006 legislation (SB 468) provides that principals of middle and high schools who have had high student achievement within the past five years may be asked to assume responsibility at a Needs Improvement school and receive up to \$15,000 additional stipend for up to three years. www.legis.state.ga.us/</p> <p>The Georgia Assessments for the Certification of Educators (GACE) program is being developed by the Professional Standards Commission and the National Evaluation Systems, Inc. The assessments are aligned with national standards, Georgia Performance Standards for grades P-12, and Georgia educator preparation rules. The first administration is planned for Fall 2006. http://www.gace.nesinc.com/</p>
---	--	---